Hamilton College Catalogue 2006-07

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Hamilton College Calendar, 2006-07

Aug.	22-26	Tuesday-Saturday	New Student Orientation
	26	Saturday	Residence halls open for upperclass students, 9 am
	28	Monday	Fall semester classes begin, 8 am
Sept.	1	Friday	Last day to add a course or exercise credit/ no credit option, 2 pm
	29	Friday	Fall recess begins, 4 pm
Oct.	4	Wednesday	Classes resume, 8 am
	6	Friday	Last day to declare leave of absence for Spring semester 2007
	9	Monday	Admission Open House
	13	Friday	Academic warnings due
	13-15	Friday-Sunday	Fallcoming
	20	Friday	Last day to drop a course without penalty, 2 pm
	27-29	Friday-Sunday	Family Weekend
Nov.	6-21	Monday-Tuesday	Registration for Spring 2007 courses (tentative)
	21	Tuesday	Thanksgiving recess begins, 4 pm
	27	Monday	Classes resume, 8 am
Dec.	8	Friday	Fall semester classes end
	9-11	Saturday-Monday	Reading period
	12-17	Tuesday-Sunday	Final examinations
	18	Monday	Residence halls close, noon
Jan.	11-13	Thursday-Saturday	New Student Orientation
	13	Saturday	Residence halls open, 9 am
	15	Monday	Spring semester classes begin, 8 am
	19	Friday	Last day to add a course or exercise credit/ no credit option, 2 pm Last day for seniors to declare a minor
Feb.	5-9	Monday-Friday	Sophomores declare concentrations
	23	Friday	Last day to declare leave of absence for Fall semester 2007
March	2	Friday	Academic warnings due
	9	Friday	Spring recess begins, 4 pm; Last day to drop a course without penalty, 2 pm
	26	Monday	Classes resume, 8 am
April	2-20	Monday-Friday	Registration for Fall 2007 courses (tentative)
May	4	Friday	Class and Charter Day; Spring semester classes end
	5-7	Saturday-Monday	Reading period
	8-13	Tuesday-Sunday	Final examinations*
	20	Sunday	Commencement
	21	Monday	Residence halls close for seniors, noon

**Non-senior students are expected to vacate residence halls 24 hours after their last exam.*

History of the College

Hamilton College had its beginnings in a plan of education drawn up by Samuel Kirkland, missionary to the Oneida Indians. The heart of the plan was a school for the children of the Oneidas and of the white settlers, who were then streaming into central New York from New England in search of new lands and opportunities in the wake of the American Revolution.

In 1793 the missionary presented his proposal to President George Washington in Philadelphia, who "expressed approbation," and to Secretary of the Treasury Alexander Hamilton, who consented to be a trustee of the new school, to which he also lent his name. The Hamilton-Oneida Academy was chartered soon thereafter. On July 1, 1794, in colorful ceremonies attended by a delegation of Oneida Indians, the cornerstone was laid by Baron von Steuben, inspector general of the Continental Army and "drillmaster" of Washington's troops during the War for Independence.

The academy remained in existence for nearly 20 years. It faltered, almost failed, and never came to serve Samuel Kirkland's original purpose, which was to help the Oneidas adapt to a life in settled communities. In fact, few Oneidas came to attend the school, and its students were primarily the children of local white settlers. Yet the academy remained the missionary's one enduring accomplishment when, a few years after his death, it was transformed into Hamilton College.

The new institution of higher learning was chartered in 1812. The third college to be established in New York State, it is today among the oldest in the nation. Its history has been both long and eventful. After surviving dire difficulties in its early years, the College began to flourish in the period prior to the Civil War. Throughout the 19th century, however, it remained steadfast in its adherence to a traditional classical curriculum. Its students (all male), drawn almost entirely from the small towns and rural areas of upstate New York, were expected to enter well-prepared in Greek and Latin. They continued to receive generous instruction in those languages, as well as in philosophy, religion, history and mathematics, throughout their stay on the Hill. In that respect, Hamilton was not unusual among colleges of the time. However, there was a greater emphasis on "rhetoric and elocution" than at other schools, and public speaking became, and to some extent remains, a Hamilton tradition.

College life in the 19th century was rigorous. Students studied by lamp and kept warm by fires fueled with wood that they themselves had gathered. Each morning, they met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the president. Although the requirement of chapel attendance has long since disappeared, this most beautiful of the College's buildings continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamation and debate. Social fraternities were first formed on campus during the 1830s, and several continue to exist today. Athletic activities of the informal variety were the rule until the end of the century, when organized intercollegiate sports began to appear.

As the College entered its second century in 1912, Hamilton was preparing itself for the modern era. Under President Melancthon Woolsey Stryker (1892-1917), an ambitious building program had resulted in facilities that were the envy of peer institutions, and the curriculum had been substantially revised to accommodate modern languages and the sciences. However, it was under President Stryker's successor, Frederick Carlos Ferry (1917-1938), that Hamilton achieved solid academic status among America's leading liberal arts institutions. Actively supported by Elihu Root, the distinguished statesman and Nobel prize laureate who was chairman of the board of trustees, President Ferry nurtured Hamilton as a place of the finest teaching and learning. The work of modernizing the curriculum was continued, and a comprehensive and innovative athletic program was introduced encouraging amateur enthusiasm and widespread participation.

In the aftermath of World War II, the pace of change accelerated. The student body was expanded and, thanks to a large and ever-growing pool of applicants, its quality was enhanced as well. The faculty also grew in size and stature, and the social sciences became a more vital part of the curriculum through incorporation of course offerings in anthropology, economics and government.

Perhaps the most revolutionary change of all occurred when Hamilton established a sister institution, Kirkland College, in 1968. The faculty of this new college thought seriously about what liberal arts education should be like for women and developed a curriculum that fostered independence, creativity and self-reliance. As an experimental institution, Kirkland offered programs that supplemented and enhanced the traditional liberal arts curriculum. Students on College Hill enrolled at either Hamilton or Kirkland, but selected courses from both institutions and shared facilities, such as the new Burke Library. The two colleges merged in 1978. Today Kirkland's legacy includes an extraordinary faculty and facilities in performing and studio arts, and a strong commitment to experimental education and to interdisciplinary perspectives.

In recent years, the curriculum has been further expanded to incorporate interdisciplinary concentrations and programs such as Africana, American, Asian, Latin American, environmental and women's studies as well as digital art, computer science and public policy. An emphasis on writing and speaking — long-standing Hamilton traditions — remains at the heart of the curriculum along with capstone experiences such as the Sophomore Seminar and Senior Program that allow students to integrate and demonstrate what they learn. The physical plant has been continuously renovated and expanded, providing students with access to exceptionally modern facilities and equipment for both academic and extracurricular pursuits. Among the more recent developments are the Walter Beinecke, Jr. Student Activities Village completed in 1993; the state-of-the-art Science Center, the largest construction project in the College's history, which opened in 2005; and the Charlean and Wayland Blood Fitness and Dance Center completed in 2006.

The College that evolved from Samuel Kirkland's plan of education recently celebrated the 194th anniversary of its charter. Far from the modest frontier school for white and Oneida Indian children that the missionary envisioned, it has become an institution of higher education that draws its students from all areas of our country and even beyond our borders. Although Hamilton remains small by present-day standards and currently has a student body of only 1,750, it provides resources and facilities comparable to those of undergraduate institutions substantially larger in size. While faithfully maintaining the tradition of liberal learning in a comfortably intimate environment, Hamilton has responded to changing needs and circumstances in preparing its students for a world unimagined by Samuel Kirkland in the days of our nation's infancy.

College Purposes and Goals

Commitment to the intellectual and personal development of students is Hamilton College's most important and enduring tradition. The faculty is dedicated to the promotion of academic achievement, integrity and personal growth. Hamilton students spend much of their time with their teachers and fellow students identifying problems, clarifying questions, thinking creatively, experimenting with solutions and frequently undertaking collaborative work. The College seeks mature and motivated students who desire to join this academic community and who are willing to take the responsibility for shaping their academic careers through sustained consultation with their advisors.

A Hamilton education is characterized by academic rigor and intellectual engagement. Faculty members provide opportunities for students of unusual talents to realize their fullest capacities, for their own benefit and that of the world in which they will live. To that end, professors design programs, courses and assignments that foster self-education and produce the intellectual toughness, creativity and flexibility necessary to excel in a rapidly changing world. Graduates should be poised to investigate new avenues of knowledge, to respond creatively to new and unexpected situations and to address problems and challenges in a morally and intellectually courageous manner.

The College expects its students to develop the ability to read, observe and listen with critical perception, and to think, write and speak with clarity, understanding and precision. Students should develop their appreciation for inquiry, combined with the confidence to evaluate arguments and to defend their own positions. They should learn to question creatively, derive information from and analyze data, and formulate hypotheses. They should recognize the limits of factual information and become attuned to how such information can be used and misused. Above all, students should develop respect for intellectual and cultural diversity because such respect promotes free and open inquiry, independent thought and mutual understanding.

At Hamilton, students are accorded freedom to pursue their own educational interests within the broad goals of a liberal arts education. In consultation with their advisors, Hamilton students regularly plan, assess and re-assess their educational progress and their success in fulfilling the ideals of the liberal arts.

Education in the liberal arts at Hamilton College comprises:

I. **Foundations:** The faculty expects that students will attain a high level of engagement early in their studies and will develop as creative and critical thinkers, writers and speakers. To achieve these aims, the College encourages all students to participate in at least four proseminars and requires all students to complete the Writing Program, the Quantitative Literacy Requirement and the Sophomore Program.
   1. *The Proseminar Program:* Proseminars emphasize active participation and engagement in learning. Proseminars offer intensive interaction among students, and between students and instructors, through emphasis on writing, speaking and discussion, and other approaches to inquiry and expression that demand such intensive interaction. Descriptions of proseminars are available through advisors and the Office of the Registrar.
   2. *The Writing Program:* Students must pass at least three writing-intensive courses, each taken in a different semester. The writing requirement should be completed by the end of the junior year. For further details about the Writing Program, see "Standards for Written Work."
   3. *The Quantitative Literacy Requirement:* Students must demonstrate basic quantitative literacy by passing a quantitative skills examination given during Orientation, or by passing a designated quantitative course, or by completing a non-credit tutorial. This requirement should be completed by the end of the second year. For a detailed description and list of courses, see "Standards for Quantitative Work."

4. *The Sophomore Program:* Students must pass a sophomore seminar that emphasizes inter- or multidisciplinary learning and culminates in an integrative project with public presentation. Students normally complete the Sophomore Program during the sophomore year. Descriptions of seminars in the Sophomore Program are available through advisors and the Office of the Registrar.

II. **Breadth in the Liberal Arts:** As a liberal arts college, Hamilton expects students to undertake coursework in a wide variety of disciplines, to explore areas unfamiliar to them and to make connections across courses and disciplines. A liberally educated person studies in the traditional academic divisions of the arts, foreign languages, the humanities, mathematics, the sciences and the social sciences. Hamilton also emphasizes cultural analysis, including the study of non-western traditions and of diversity in the United States. Students will work with their advisors to determine how best to achieve this intellectual balance.

III. **Concentration:** Each student must meet the requirements for a concentration.

Students make progress toward meeting these goals by studying broadly across diverse areas of inquiry, guided by their advisors, and investigating a particular area of study more thoroughly by completing a concentration of their choosing. A faculty advisor assigned to each student provides information, advice and dialogue about choice of courses as the student strives to meet these goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the faculty determines the fundamental structure and the basic requirements of the curriculum in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, Hamilton's mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings. This experience centers on ready access to an exceptional faculty and can be shaped to meet each individual student's interests and aspirations. A Hamilton education will prepare you to make choices and to accept the responsibilities of citizenship in a democratic world of intellect and diversity. It will be the foundation on which you build a lifetime of personal and professional achievement and satisfaction.

Academic Programs and Services

The College Year

The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Students elect courses from among the offerings of 28 departments and 15 interdisciplinary programs. For qualified upperclass students, the College's Term in Washington, Program in New York City and programs in China, France and Spain provide rich off-campus educational experiences.

Academic Advising

The Hamilton College curriculum affords students a wide range of courses and disciplines within the liberal arts. The College relies heavily on a system of academic advising to assist students as they establish their academic goals and select courses. Each advisor is a member of the faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program.

Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. Utilizing the results of placement exams during Orientation, the student and advisor discuss and agree upon appropriate courses to develop a balanced academic program.

Preregistration for each semester takes place near the end of the preceding semester. At such times, students are advised not only to plan for the coming semester but also to look ahead to their entire course of study, with special attention to the educational goals of the College.

In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study. Student and advisor continue to work on the student's plans to satisfy the goals of the College, to fulfill the requirements of the concentration and to prepare for the senior program of the concentration. Certain members of the faculty offer counsel to students preparing for particular professions and careers.

Hamilton's advising system is distinctive among colleges and universities in its reliance upon the faculty to do all academic advising. The advisor is more than a casual faculty contact: advisor and advisee are expected to meet frequently and discuss the advisee's academic needs and problems. The performance and course selections of each student are reviewed carefully by the student's advisor, who may also consult with other advisors about his or her advisees' curricula and ways of strengthening them. Students may seek additional advice about their academic programs from the deans in charge of academic advising.

Students with learning disabilities may request special arrangements for academic activities. Students who request special arrangements must provide to the associate dean of students (academic) a professional diagnosis of the disability. In consultation with the student and with appropriately qualified psychologists in the Counseling Center, if necessary, the associate dean will determine what accommodations (such as extended times to complete examinations) are reasonable. Students who are allowed special arrangements must inform their instructors well in advance of the time the arrangements will be needed.

Academic Support Services and Programs

The Library—The Daniel Burke Library contains 610,000 volumes, and the collection is constantly expanding in response to ever-changing academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences and the humanities. In addition to books, the library subscribes to approximately 2,000 periodicals, more than 24,000 electronic journals and some 430,000 pieces of microfiche and microfilm. Additional materials for research purposes are available through interlibrary loan and document delivery from various online systems. The library network includes the online catalog (Alex), 175 research databases, electronic reserves and many other Internet resources.

In addition to Burke Library, the Media Library houses videos, slides and films, and the Music Library holds music compact discs, scores, audiocassettes and an archival collection of LPs. Established in 1995, the Jazz Archive features a collection of more than 250 videotaped interviews with jazz musicians, arrangers, writers and critics. The interview collection has been fully transcribed and may be reviewed in print, video and audio.

Among the library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, the Communal Societies Collection and the Alumni Collection of books and other materials written by and about Hamilton graduates. In addition, an area of the first floor of the library contains easy-chairs and a collection of books selected for leisure reading. Seminar rooms for small classes are located in the library.

Information Technology Services—Information Technology Services (ITS) provides a variety of support services for faculty, staff and student users of computers, the telephone system and the campus data network. The campus data network provides more than 5,000 high-speed ethernet connections to the Internet, including one for each student living in the residence halls. Wireless access to the network is available from many campus locations.

There are approximately 1,400 college computers located in offices, classrooms, departmental laboratories and public computing clusters.

ITS offices are located on the third floor of the Burke Library.

The Multimedia Presentation Center and Information Commons—Supported by the library and Instructional Technology Support Services, the Multimedia Presentation Center (MPC) is a state-of-the-art computing facility equipped with cutting-edge hardware and software, as well as a full range of support services specifically designed for authoring multimedia-enhanced presentations. Students and faculty members utilize the MPC's large-format printers and audio, video and animation software to create materials for seminars, conferences and the Web.

Another collaboration between the library and ITS is Information Commons, a jointly staffed service desk where information and technology questions can be answered in an integrated manner.

The Diversity and Social Justice Project—Through educational programs, research support and community outreach, the Diversity and Social Justice Project prepares students to live and work as engaged citizens in an increasingly diverse world. The project organizes lecture series, discussion groups, a student associates program (teaching, service and research), pedagogical workshops and related activities to promote rigorous intellectual inquiry around issues of social justice and diversity. The Diversity and Social Justice Program office is located on the ground floor of McEwen Hall.

The Language Center—Centrally located within the language departments on the third floor of the Christian A. Johnson Building, the Language Center is integrated into all levels of the language curriculum, providing support for course-related student assignments, research and projects, as well as general language acquisition resources. The Language Center also provides the pedagogical and technical expertise to support language faculty in the adaptation, implementation and development of the most current technology-enhanced instructional materials and methods. Equipped with

computing and multimedia facilities tailored for languages, the Language Center offers a state-of-the-art learning environment where classes meet and students of all languages and levels work and interact with one another.

The Arthur Levitt Public Affairs Center—Located in the Kirner-Johnson Building, the Arthur Levitt Public Affairs Center assists faculty members and students in examining public policy issues. The center also brings prominent speakers to campus, as well as via video conferencing, to address student groups on a variety of topics.

Hamilton students in all concentrations are selected by faculty members for the Levitt Scholars Program. After taking a course in communications, Levitt Scholars give presentations on their research to high school classes. Levitt Fellowships are offered to selected students who collaborate with faculty advisors on summer research, often in preparation for their senior theses. In addition, the center's associate director of community research matches students with area public and private agencies that have specific research needs and provides students opportunities for civic engagement through service learning. Projects are also solicited from state and local agencies for concentrators in public policy to develop during their senior year.

The center provides a cluster of six computers and special software to support research and maintains a small library of newspapers, journals and references. The services of the center are available to everyone in the College community.

Nesbitt-Johnston Writing Center—Designed to support writing in courses throughout the curriculum, the Writing Center offers individual writing conferences with peer tutors for students who wish to discuss any piece of writing, at any stage of its development. Writing conferences sometimes are incorporated into the requirements of writing-intensive courses, but many students request conferences on their own. The Writing Center also offers faculty consultation, computer facilities and a resource library on writing in different disciplines.

Oral Communication Center—Oral communication courses and support services exist to assist students in achieving the College's standard for oral communication by encouraging the integration of effective oral communication throughout the curriculum. The Oral Communication Center offers variable credit courses, discipline-specific workshops and tutoring opportunities through the Oral Communication Lab to link the study and practice of oral communication with the contexts and uses of communication in the classroom and society-at-large. In consultation with their advisors, students should discuss their communication skills relative to the competencies the College expects and, if necessary, register for an oral communication quarter-credit course or seek appropriate support through the Oral Communication Lab to attain necessary aptitudes and abilities.

Peer Tutoring Program—The Peer Tutoring Program, located in 223 Christian A. Johnson Hall, offers one-on-one peer tutoring and academic skills assistance. Students may be referred to the program by faculty members, or may seek assistance on their own by meeting with the coordinator of peer tutoring and completing a tutor request card.

Quantitative Literacy Center—Located in 223-224 Christian A. Johnson Hall, the Quantitative Literacy Center was established to offer drop-in peer tutoring in courses that have a mathematics/quantitative component. The center is staffed by students majoring in biology, chemistry, economics, geosciences, mathematics, philosophy, physics and psychology. Students may drop in to review mathematics topics as needed, or to use the resources of the computer and video library. Other programs offered by the center include the non-credit-bearing tutorial for the quantitative literacy requirement, a review for the mathematics portion of the Graduate Record Exam and workshops designed to accompany specific courses.

Concentrations

Among the requirements for graduation is the successful completion of a concentration (major) offered by several departments and programs of instruction.

The number of courses comprising a concentration normally ranges from eight to 10. Specific descriptions of each concentration appear in the entries under "Courses of Instruction." Every student is required to complete a senior program as defined by his or her concentration. For more information, see "Concentration" (under "Academic Regulations") and "Senior Program" below.

The specific disciplines and programs in which a student may concentrate are Africana Studies, American Studies, Anthropology (Cultural Anthropology and Archaeology), Art, Art History, Asian Studies, Biochemistry/Molecular Biology, Biology, Chemical Physics, Chemistry, Chinese, Classics (Classical Languages and Classical Studies), Communication, Comparative Literature, Computer Science, Dance, Economics, English (Literature and Creative Writing), Environmental Studies, Foreign Languages, French, Geoarchaeology, Geosciences, German, German Studies (pending state approval), Government, Hispanic Studies, History, Mathematics, Music, Neuroscience, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Theatre, Women's Studies and World Politics.

Minors

The specific disciplines and programs in which a student may minor are Africana Studies, Anthropology, Art, Art History, Astronomy, Biology, Chemistry, Chinese, Classics (Classical Languages and Classical Studies), Communication, Comparative Literature, Computer Science, Dance, Digital Arts, Economics, Education Studies, English (Literature and Creative Writing), Environmental Studies, French, Geosciences, German, German Studies (pending state approval), Government, Hispanic Studies, History, Japanese, Latin American Studies, Mathematics, Medieval and Renaissance Studies, Music, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Theatre and Women's Studies. Specific descriptions of each minor appear in the entries under "Courses of Instruction."

Senior Program

All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration. Students use the methodology and knowledge gained in their first three years of study. Building on their courses and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, oral or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline.

Senior Fellowship Program

Each spring, the vice president for academic affairs/dean of the faculty designates up to seven academically outstanding members of the junior class as Senior Fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. The proposal usually grows out of previous academic study and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are exempt from taking a normal course load in the conventional curriculum, and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Academic Year in Spain, Associated Colleges in China and Junior Year in France

The Academic Year in Spain, the Associated Colleges in China and the Junior Year in France programs are distinguished for their thorough preparation and total immersion of students in the language, history and culture of those countries.

Hamilton College Academic Year in Spain has enjoyed a long and solid association with Swarthmore and Williams, has recently signed a new affiliation with Princeton, and also benefits from students and visiting faculty members from Amherst, Bates, Bryn Mawr, Brown, Bucknell, Carleton, Claremont McKenna, Colby, Grinnell, Harvard, Scripps, Stanford, Washington & Lee and Yale. The program is open to sophomores, juniors and seniors who wish to pursue studies in Spanish culture, language and literature. Hamilton's own Centro Universitario de Estudios Hispánicos is located in the heart of the Ciudad Universitaria in Madrid, so that students may enroll in one course per semester in the fine arts, humanities, sciences and social sciences at Hamilton's Spanish affiliate, the Universidad de San Pablo. To be admitted, students must demonstrate a strong academic record and a solid knowledge of Spanish. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain. Each term begins with a 10-day orientation trip, including four days of classes at a beachside village.

The Associated Colleges in China Program is both sponsored and administered by Hamilton College in collaboration with Bowdoin, Oberlin, Swarthmore and Williams colleges and Lawrence University. It offers students the opportunity to pursue the intensive study of Chinese in Beijing, China. The Capital University of Economics and Business in Beijing is the host institution. Open to academically successful students who have completed at least one, but preferably two, years of study in Chinese, the program has a summer, a fall and a spring session. A combination of two semesters is recommended.

The Hamilton Junior Year in France, in its 50th year in 2007, is one of the oldest U.S. academic programs in France. It is a year-long program designed for students in good standing at the intermediate or higher level in French, and is coordinated and supervised by a faculty member of the French Department. The HCJYF is open to majors in the humanities, fine arts, social sciences and sciences, not just French concentrators. While on the HCJYF, students choose courses according to their level that support their majors. They make their selection among in-house courses organized by the program and courses at a variety of Paris institutions of higher education such as the Université de Paris III, the Institut Catholique, the Université de Paris VI, the Ecole du Louvre and the Institut d'Etudes Politiques. The program also includes field trips and cultural activities. Home stays and a French-only pledge ensure that students receive the best possible immersion experience. Hamilton students are joined by students from Amherst, Bates, Bowdoin, Colby, Trinity, Williams and Scripps.

Students who intend to apply to the programs in China, France or Spain should pursue study in the relevant language and consult with a member of the departments of East Asian Languages and Literatures, French or Hispanic Studies. For further information, see "Courses of Instruction" under each department. Applications are available through the Programs Abroad Office or the Associated Colleges in China Office.

Hamilton College Term in Washington Program

Hamilton offers a program in Washington, D.C., in both the Fall and Spring terms. In the fall, the program is open to qualified juniors and seniors; in the spring, it is open to qualified juniors, seniors and sophomores. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government that are integrated with coursework involving research and writing. The term is designed for students who have demonstrated the ability to work independently and who have interest in the problems of government and public affairs. The program is not restricted to those concentrating in government, and it is open to select students from other colleges.

A Hamilton student who participates in the program will be appointed to the Dean's List for that semester if that student earns a grade point average of 90 or higher in the three conventionally graded courses in the program and completes the required internship with work evaluated as "excellent" by the director of the program.

Hamilton Program in New York City

Through internships, independent projects and coursework, this program gives participants an understanding of global politics, economics and culture while living in a global city. Each semester a Hamilton faculty director designates a theme that provides a focus for integrating each student's internship and independent study into classroom learning. The program selects motivated, mature students who are willing to share their internship experiences and independent projects with each other.

The fall semester is open to juniors and seniors; the spring semester to sophomores, juniors and seniors. Criteria for rolling admission include an interview, two references, a transcript and course prerequisites chosen by the faculty director for that semester. Participants receive two courses of concentration credit in the director's academic department or program, or one such course and another concentration credit in a cooperating department.

A participant is eligible for the dean's list if she or he earns a grade point average of at least 90 in the three graded courses and completes the required internship with work evaluated by the director as "excellent."

Cooperative Programs

Hamilton has established cooperative arrangements with several institutions to expand educational opportunities for students. Several instances are described below. Students enrolled in cooperative programs receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have satisfied the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

American Council of Teachers of Russian Undergraduate Program—Hamilton has been designated as a host institution for students from the Russian Federation and other nations of the former Soviet Union. Each academic year, one or more Russian students will have the opportunity to study at Hamilton. In the past the College has hosted students from Kazan, Voronezh, St. Petersburg, Moscow, Alma-Aty, Everan and numerous other cities in the New Independent States (NIS). The program is funded by the United States Information Agency and the governments of the NIS.

Assurance of Admission: Master of Arts in Teaching—As a result of an agreement with Union College, well qualified Hamilton students can gain assurance of admission to Union College's Master of Arts in Teaching Program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College, and carries with it secondary school teaching certification. Students interested in pursuing this option should contact Susan Mason, chair of the Education Studies Program Committee, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program—Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute and Washington University in St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Hamilton also offers access to a combined plan at the Thayer School of Engineering at Dartmouth College. This program is on a 2-1-1-1 schedule. The student completes two years at Hamilton, the junior year as a visiting student at Dartmouth and returns to Hamilton to complete the senior year and to earn the A.B. The student then returns to Dartmouth to finish the second year of engineering studies and to receive a degree in engineering. Admission to these programs in the traditional divisions of chemical, civil, electrical and

mechanical engineering, and now many others such as biomedical, computer and environmental engineering, is based on obtaining a G.P.A. of 3.0, or a B average, and the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Professor Peter Millet, in the Department of Physics.

Cooperative Law Program—The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of their junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia juris doctor degree after three years of study at each institution. Interested students should consult either Douglas Ambrose in the Department of History or Robert Simon in the Department of Philosophy no later than the first semester of their junior year.

Early Assurance Program in Medicine—This special admission option, initiated 25 years ago by a small consortium of Northeastern liberal arts colleges and medical schools, allows Hamilton students to apply to medical school after their sophomore year, gaining assurance of a place in a specific medical school after they graduate from Hamilton. The medical schools in the consortium with active early assurance programs are Albany, University of Rochester and the University of Connecticut. The early assurance option at these schools is available only to students at Hamilton College and the other undergraduate schools in the consortium. Over the years the program has proven so successful that SUNY Upstate, Downstate and Buffalo Medical colleges now offer the option of an early assurance application. Students who intend to apply through the early assurance program complete at least four of the eight semesters of required science courses by the end of the sophomore year and submit a record of strong standardized testing from high school in lieu of the MCAT. The early assurance option is intended for students who have thoroughly explored their career choice and whose undergraduate plans include foreign study or other educational opportunities that will enhance personal development but preclude the more typical premedical calendar. Although the early assurance program may reduce the pressure that premedical students sometimes experience, its primary purpose is to allow students to access the wide-ranging educational opportunities offered by Hamilton. Additional information may be obtained from Leslie North, health professions advisor.

The New England Center for Children Cooperative Learning Program with Hamilton—Hamilton students who are interested in applied psychology and the education of children with special needs may spend a semester at the New England Center for Children. NECC conducts a nationally recognized program of intensive intervention using the methods of applied behavior analysis. The facility, located near Boston, offers Hamilton students a semester's academic credit for study and practical work with children with autism. The program is open to sophomores, juniors or seniors. Interested students should consult with the chair of the Department of Psychology or see www.hamilton.edu/academics/psych/necc.html.

Study at Neighboring Institutions

With appropriate approval (see "Transfer of Credit" under "Academic Regulations"), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years students have enrolled at Colgate University and Utica College. Usually one course is taken at a neighboring institution while the rest of the work is done at Hamilton.

Study Away from Hamilton

Each year approximately 175 Hamilton students study abroad, either with the College's own programs in China, France and Spain or with other approved programs. Hamilton has special relationships with a number of these programs, such as those listed below. Students who may wish to study abroad, usually during the junior year, should consult with their advisors as early as possible to determine how such study will fit into their

academic planning. They should also be developing the self-reliant habits of study and a level of academic achievement that will qualify them for study abroad and enable them to perform successfully in unfamiliar conditions. Students who plan to study in a non-English-speaking country are advised to develop their proficiency in the language of that country.

Students who intend to earn transferred credit for study abroad must meet certain academic requirements, which are specified under "Study in a Foreign Country." It is also possible to study for a semester or more at other colleges and universities in the United States. Interested students should consult the procedures outlined in the sections on "Transfer of Credit" and "Leaves of Absence" under "Academic Regulations" and should confer with the associate dean of students for off-campus/international study well in advance of the semester or semesters during which they hope to study at any off-campus institution, either in the United States or abroad.

Classical Studies in Greece and Rome—Hamilton is an institutional member of the Intercollegiate Center for Classical Studies in Rome, Italy (the Centro) through the Empire State Consortium, and of the American School for Classical Studies in Athens, Greece.

The Intercollegiate Center for Classical Studies in Rome is open to students who have been trained in Latin or Greek. The one-semester program is offered during the fall and the spring. The center provides an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome. The Duke University Foreign Academic Programs administers the center, and the faculty is chosen from among college and university teachers in the United States and Canada. The language of instruction is English.

The American School of Classical Studies in Athens operates summer programs that are open to undergraduates, graduate students, and high school and college teachers. There are two six-week summer sessions that focus on the topography and antiquities of Greece. Scholarships are available. Students interested in the programs in Greece or Rome should contact the chair of the Classics Department.

The Swedish Program at Stockholm University—Hamilton is a consortium member of the Swedish program that enables students to enroll at Stockholm University and take courses in English with Swedish and other international students. Course offerings are diverse. Living arrangements are with host families or in the university dormitory. Participation is either for one semester or the full academic year. For information, contact info@swedishprogram.org.

Institute of Antarctic and Southern Ocean Studies—The Geosciences Department encourages students to consider enrolling at the University of Tasmania (Australia), where Hamilton has a cooperative agreement with the Institute of Antarctic and Southern Ocean Studies. Hamilton is officially a member of the International Antarctic Institute. For additional information, contact Professor Eugene Domack in the Geosciences Department.

SEA Education Association—Hamilton is an affiliated institution of the SEA semester program in Woods Hole, Mass. The shore component includes courses in oceanography, nautical science and maritime studies. The sea component includes six weeks aboard ship learning skills and conducting research. A student may receive a maximum of four Hamilton units of transferred credit for participation in the SEA program. Each award is conditional on the student's earning a grade of C or higher. For further information, contact the associate dean of students for off-campus/international study.

MBL Semester in Environmental Science—Hamilton is an affiliated institution with the Semester in Environmental Science of the Marine Biological Laboratory Ecosystem Center in Woods Hole. Participants engage in a 14-week program of rigorous field and laboratory work, lectures and independent research in environmental and ecosystem science. For additional information, contact Todd Rayne in the Environmental Studies Program.

Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the faculty for the class in which he or she has matriculated.

Course Units—The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C⁻ or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transferred credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours.

Residence—A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs conducted by the College, on or off campus.

Time for Completion of the Degree—The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Concentration—A student must complete the requirements for a regular concentration, a double concentration or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each semester in their concentrations unless granted an exemption by the department or program chair. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the *College Catalogue* published for that student's sophomore year.

Regular Concentration—Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration—While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the department or program chairs involved. A student may not count a course as part of the concentration requirements in more than one department or program. When approved, both concentrations are listed on the official transcript. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate department chair and the registrar.

Interdisciplinary Concentration—A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate department chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for a regular concentration. The student must have a cumulative average of at least 72 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Regular Concentration with Option of a Minor—A student with a concentration in a single department or program may declare a minor in any other department or program that offers a minor, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate department or program chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program or committee under which the work is undertaken. A student may not count a course as part of both the concentration and the minor. See "Hamilton College Calendar" for deadlines to declare a minor.

Senior Program—All students must complete a Senior Program in their concentrations. For additional information, see "Senior Program."

Standards for Written Work—The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. One must be taken during the first year of study and a second completed by the end of the second year. At least one course must be outside the student's area of concentration. This requirement should be completed by the end of the junior year.

Writing-intensive courses in mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. Students should earn all three of the required writing-intensive credits by completing courses designated by the Committee on Academic Policy as writing-intensive. In exceptional circumstances, the Committee on Academic Standing will allow a student to earn no more than one writing-intensive credit by completing a suitably constructed independent study.

The College offers peer-tutoring in writing at the Nesbitt-Johnston Writing Center. Many courses require first-draft writing conferences, and writing conferences are also available on request. Many students take advantage of peer review of their drafts.

Students who experience difficulties with the writing components of a particular course are encouraged to seek such assistance and to consult with their instructors and advisors. They may also consult the director of the Writing Center about other services available. See "Academic Support Services."

Writing Program—Courses that fulfill the Writing Program requirements are published each semester in the pre-registration booklet available in the Office of the Registrar. They are also listed as writing-intensive in the course descriptions. See "Courses of Instruction."

English for Speakers of Other Languages—Hamilton's English for Speakers of Other Languages Program (ESOL) offers services to students who are not native speakers of English and those who are interested in English language instruction. Two courses give students the opportunity to become familiar with American academic expectations and to master English language skills. Fundamentals of Composition I is offered in the fall, and Fundamentals of Composition II is offered in the spring. Both focus on individual needs and on the practice of language skills — reading, writing, listening and speaking — through text preparation, discussions and written assignments. Composition 101 is open to first-year students only, while Composition 102 is open to students of all classes.

Students may take advantage of the resources available through the ESOL program and may meet with the coordinator at any time to discuss course work or academic issues related to the program. Information on the TOEFL (Test of English as a Foreign Language) and other language-based tests, intensive English programs, graduate programs in ESOL/applied linguistics and ESOL job opportunities is available in the ESOL office located in Buttrick Hall. Students are welcome to use the program's library, which covers topics on language skills, ESOL methodology and English language acquisition.

Standards for Oral Communication—The College requires effective use of public and academic discourse as defined and appraised by the faculty and the College community. Many courses across the curriculum, including proseminars and seminars, require class participation through discussion, performance and debate, as well as through individual or group presentations. All students are required to participate in a public presentation through the Sophomore Program; most departments require a public presentation of their concentrators' Senior Projects. Students may develop their speaking abilities and public presence through courses in Theatre, Communication and Oral Communication. Students who experience difficulty in meeting the College's expectations for effective oral communication are encouraged to pursue a plan for progress in consultation with their instructors, advisor and/or associate dean of students (academic).

Standards for Quantitative Work—Each student must demonstrate basic quantitative literacy by passing the quantitative skills examination offered during Orientation, passing a course having a significant quantitative/mathematical component or completing a non-credit-bearing tutorial through the Quantitative Literacy Center. The quantitative skills examination tests basic mathematical and quantitative knowledge, including computation, algebra, analysis of graphs and charts, and probability.

During Orientation, the advisors of first-year students will be informed of their advisees' scores on the quantitative skills examination. Students who do not pass the exam, or who do not take the exam, will meet with academic advisors during Orientation Week to plan how to fulfill the quantitative literacy requirement. Courses currently designated as containing a significant quantitative/mathematical component are Archaeology 106, Biology 110 and 115, Chemistry 120 and 125, Economics 265, 275 and 285, Geosciences 209, Government 230, Math 100, 113, 114, 123 and 253, Philosophy 240, Physics 100, 130, 135, 160 and 190, Psychology 101 and 280, and Sophomore Seminar 210 and 218. Please check with the registrar for any additions or changes to this list. Tutorial help for students taking quantitative courses is available at the Quantitative Literacy Center.

The non-credit-bearing tutorial offered each semester contains four modules: Basic Computation, Algebraic Expression, Graphs and Charts, and Proportional and Functional Reasoning. Students meet weekly with their tutors to prepare to take a final module exam. Participation in tutorials and the exam score are taken into consideration for the fulfillment of the requirement.

This requirement should be completed by the end of the second year. More information about the quantitative literacy requirement can be found under "Academics" on the Hamilton Web site or by contacting the director of the Quantitative Literary Center.

Physical Education Requirement—Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness. A complete specification of the requirement is stated in the "Physical Education" section under "Courses of Instruction." Instruction is available in aerobics, badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, skating, squash, swimming, tennis, toning, volleyball and yoga. Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the physical education requirement by the beginning of Spring Break of the sophomore year and before studying away.

Transfer students and January admits should register for a physical education course upon matriculation and consult with the department chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of Degrees—All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral *in absentia)*. Only students who have completed all the requirements for the degree may participate in the graduation ceremony.

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The code covers all coursework and course examinations at Hamilton during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the chair of the Honor Court or to the associate dean of students (academic).

Independent Study

After the first semester of study, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate department chair, the student's faculty advisor and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and may not engage in more than two independent studies in any one academic year.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition or visual art.

Internships

The College recognizes that off-campus internship and apprenticeship experiences can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good academic standing are eligible to engage in such internships and apprenticeships. Students may seek to earn academic credit based on an internship or apprenticeship experience in one of two ways. First, students may apply to the Committee on Academic Standing, prior to beginning an internship or apprenticeship, for approval to earn ¼ credit (using the credit/no credit option only). The committee's determination to award credit/no credit is based on a letter of evaluation submitted by the project supervisor and, at the discretion of the committee, an interview with the student conducted by the associate dean of students (academic). The Office of the Dean of Students will place the project supervisor's letter of evaluation in the student's permanent file. Students may not apply credits earned for internships in this manner toward the requirements for their degree, including the regulation requiring the completion of a minimum of 32 credits. Second, under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing approved off-campus internships and apprenticeships may use their off-campus experience as the basis for a ½-credit or one-credit independent study conducted during a regular semester once the student returns to the College. Such an independent study will be governed by the same policies that apply to all independent studies.

Independent Coverage of Coursework

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate department chair, the faculty advisor and the Committee on Academic Standing.

Course Election

Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain permission from the instructor.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing (see also "Overelection Fee," under "Tuition and Fees").

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see "Admission").

Course Changes for Fall and Spring Semesters

A student may change (add or drop) courses during the first four calendar days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

Classes may not be added after the first week without permission of the Committee on Academic Standing. After the first four calendar days of either semester, a student who is taking four or more courses may drop a course *up to one week after midterm*, after consulting with the advisor and the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Overelection Fee").

After the drop deadline, a student may drop a course without the penalty of failure *only* with approval from the Committee on Academic Standing. Only extraordinary circumstances warrant the committee's approval of such a request.

Grades

A student's academic performance is graded by the instructor at the close of the semester with one of 14 grades. Each of these grades is used to determine a student's average and class standing, according to the table below. The lowest passing mark is D-.

The letter grades with their numerical equivalents are shown below:

Excellent	=	A+	(98)	A	(95)	A⁻	(92)
Good	=	B+	(88)	B	(85)	B⁻	(82)
Satisfactory	=	C+	(78)	C	(75)	C⁻	(72)
Poor	=	D+	(68)	D	(65)	D⁻	(62)
Failure	=	F	(55)				
Serious Failure	=	FF	(40)				

The foregoing numerical equivalents of the letter grades are established to enable the registrar to construct students' grade point averages and class ranks, which are necessarily numerical. An instructor assigns a letter grade to indicate his or her qualitative (not numerical) assessment of a student's work.

Thus, for example, an instructor would assign "C+," "C" or "C-" to indicate assessments of "satisfactory," and the instructor may use any information he or she considers appropriate, including, but not limited to, numerical information to decide whether a student's work is "satisfactory." The registrar's conversion of the instructor's letter grade into an element of a student's grade point average is a separate matter.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, F or FF (see "Credit/No Credit Option"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

Failure in a Course—Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included both on the permanent transcript and in the cumulative average. A failed course may not be counted toward the course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the committee concurs, a grade of F will be entered on the student's permanent transcript.

Grades of Incomplete and Grade Changes—Any grade of incomplete reported by an instructor must first be approved by the Committee on Academic Standing. Such approval is given rarely and only in circumstances beyond a student's control, such as a medical or family emergency. Approval permits the student to complete the required work for the course by a deadline set by the instructor and the chairperson of the Committee on Academic Standing. Normally this deadline will be no later than six weeks from the end of the semester for which the grade of incomplete was assigned. If all remaining work is not submitted by the deadline specified when the incomplete is granted, the grade will automatically be changed to F.

An instructor may not change a grade, other than removal of an incomplete within the deadline, without approval of the chair of the Committee on Academic Standing.

Credit/No Credit Option—To encourage greater breadth in course election, the faculty has adopted a rule that allows a student to elect four courses over the four-year period on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1) No first-year student is permitted to use the credit/no credit option in the first semester.
2) Unless the instructor asks, he or she will not be informed which students are taking a course on the credit/no credit option.
3) The student must inform the registrar of his or her intention to use the credit/no credit option no later than the first four calendar days of the fall and spring semesters.
4) No junior or senior may exercise the credit/no credit option in the department of concentration or minor.
5) To qualify for a credit (Cr), a student must earn a C⁻ or better. The grade will not enter into the computation of the overall average.
6) If a student earns a grade of D+, D or D⁻, the transcript will show the designation NC. The grade will not enter into the computation of the overall average.
7) If a student earns a failing grade, the transcript will show an F or FF, and the grade will enter into the computation of the overall average.

In certain courses, students may be evaluated "satisfactory" or "unsatisfactory." The *College Catalogue* description of the course will include the notation "Evaluated Satisfactory/Unsatisfactory," which will apply to all students registered for the course. The recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Under this option, full-credit courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor, and they may not be elected by students in their first semester. The combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that a student may elect is four.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for each semester and cumulatively for all work taken at Hamilton. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transferred credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France Program, the Academic Year in Spain Program, the Associated Colleges in China Program, the Hamilton Program in New York City and the Hamilton Term in Washington are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent at any time during the first week of classes.

When an instructor believes that lack of attendance is affecting a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The committee may drop from the course a student who fails to heed such a notice. If the committee drops the student, a grade of F will be recorded.

Excuse of Illness—Students who are indisposed by illness that might inhibit their academic work should contact their instructors before assignments are due. The instructors will determine whatever alternative arrangements, if any, will be available to the student. Except for confinement to bed upon the order of the College physician or nurse, the Health Center will not excuse a student from academic obligations.

Examinations—Hour examinations normally shall not be given during the last two weeks of the semester. In-class final examinations shall not be given before the beginning of the final examination period; out-of-class final examinations shall not be due prior to the beginning of the final examination period. Evening exams are limited to two hours and are planned with the expectation that capable students could complete their exams within 75 minutes.

The final examination period consists of six days, with two scheduled examination sessions per day. If a student is scheduled to take more than one examination in a single session, the student should ask an instructor to reschedule his or her final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult the Office of the Dean of Students. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Academic Standing

The faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College or who withdraws is required to leave campus within 48 hours, unless permission to remain longer is granted by the dean of students.

Academic Warnings—Instructors may at any time during the term submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these warnings. A student who receives two or more such warnings in the same semester must consult with the associate dean of students (academic).

Class Status—The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Probation—The Committee on Academic Standing will place on academic probation for the succeeding semester a student whose substandard achievement is reflected in the semester's final grades in any of the following ways:

1) failure in a full-credit course in each of two consecutive semesters;
2) receiving grades below C⁻ in courses totaling two or more units;
3) failure to maintain a cumulative average of 72 or higher in those grades earned since accumulating 16 credits (including AP, transfer and HEOP credits);
4) failure in any course (whether for full or partial credit) by a student on probation.
5) failure in a sophomore seminar, except in the case where the student has already successfully completed another sophomore seminar in a previous semester or during the current term.
6) failure to complete successfully a sophomore seminar by the end of the first semester of the junior year and for every semester thereafter that the requirement is not completed.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

The Committee on Academic Standing will normally recommend that a student's degree be withheld for one year if a senior's record during the final semester at Hamilton would have resulted in probation.

Suspension from the College for Academic Deficiency—The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1) failed two or more full-credit courses during a semester; or
2) accumulated failures in a total of five courses; or
3) incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the committee's decision, the reasons for the suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency—The Committee on Academic Standing will normally expel from the College:

1) any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to academic probation or to another suspension;
2) a senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a Hamilton degree.

Permanent Record—A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions) or the Honor Court (academic dishonesty) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "suspended (or expelled) from the College on (date)_____for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transferred credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transferred credit a privilege, rather than a right, and evaluates carefully the merits of all transferred credit petitions.*

Every student intending to study away from Hamilton should prepare by taking the appropriate foundation courses. Consultation with the appropriate department chairs and the associate dean of students for off-campus/international study early in the sophomore year is advised.

The conditions for transferred credit are as follows:

1) Students planning to study away from Hamilton must register their intentions with the Dean of Students Office by the published deadlines. They must complete the transferred credit petition and receive the approval of their advisor and/or the appropriate department chairs before they begin the course of study away. Students who change their programs after leaving campus should discuss substitutions with the associate dean of students for off-campus/international study by e-mail or telephone.
2) Courses must be taken at an accredited institution and must be considered by the faculty at Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions. Students who have earned 14 or more Hamilton units (including units earned by all forms of transferred credit) may present for transferred credit only courses taken at a four-year institution.
3) Each course must be approved by the chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chair should indicate if a course will apply toward a student's concentration or minor.
4) Correspondence courses are not acceptable for transferred credit. Courses in which a substantial portion of the enrollment consists of high school students are not acceptable for transferred credit, even if they are college-level courses taught by a university-approved instructor or visiting professor.
5) Grades must be the equivalent of C or higher.

6) Students who carry out independent studies at another college or university in the United States must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
7) Transferred credits may account for no more than one-half of the total graduation credits. No more than two course credits will be granted for study during a summer.
8) Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.
9) The quantity of transferred credit that a student may earn toward a Hamilton degree for work done at another school is determined by a proportionality between the 32 Hamilton units required for a Hamilton degree and the number of units required at the other school to earn a degree. For example, if a school requires 120 semester-hours for a degree, a course worth three semester-hours at that school is .025 of the total work required for a degree at that school. By proportionality, that three semester-hour course would generate .8 of a Hamilton unit, because (.025)(32) = .8. The registrar will use this rule to evaluate the totality of a student's transferred credit for a given semester or summer.
10) The Committee on Academic Standing grants final approval of all transferred credit petitions. Any requests for exceptions to the above conditions must be submitted to the committee.

Transferred credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript. The grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Once transferred credit has been entered on a student transcript, that credit may not be removed from the transcript without approval of the Committee on Academic Standing.

Foreign students who enter Hamilton as first-year students and desire transferred credit for work done at a foreign college or university should consult the associate dean of students (academic) during their first year.

Study in a Foreign Country

1) Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transferred credit. (These provisions do not apply to the Hamilton programs in France, Spain, New York City, Washington, D.C., or the Associated Colleges Program in China. See the appropriate departments for the relevant information.)
2) All students planning to study away must discuss their plans with the associate dean of students for off-campus/international study (located in the Dean of Students Office) by the published deadlines. Only students in good academic and social standing at the College may receive an approved leave of absence for foreign study.
3) As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

To earn credit toward a Hamilton degree for study abroad, a student must:

1) earn a grade point average of 82 or higher during the two consecutive semesters at Hamilton immediately preceding the student's last semester at Hamilton before leaving for the study abroad.
2) receive no final grades of F or FF in the semester immediately preceding the proposed period of study abroad.

Students applying to the Hamilton programs in France or Spain or the Associated Colleges in China Program may, with the support of the appropriate program director

and the concentration advisor, apply to the Committee on Academic Standing for a waiver of the 82 average rule.

To earn credit toward a Hamilton degree by work transferred from study abroad in a country whose language is not English, a student must meet both of the following requirements:

1) prior to studying abroad, pass a course (or otherwise demonstrate proficiency) in the language of that country at:
   a. the fourth-semester level for French, German, Russian, Spanish, Latin and Greek;
   b. the second-semester level for Italian, Chinese and Japanese;
   c. the second-semester level, if the Critical Language Program at Hamilton offers instruction in that language regularly.
2) while studying abroad, undertake for credit work that is either conducted in the language of that country or that increases the student's proficiency in that language. The student must earn a grade of C or higher, and the work must be worth at least one-fifth of the total work presented for transferred credit from that study abroad.

The Committee on Academic Standing may, upon the recommendation of an academic department at Hamilton, modify these requirements for specific students or programs of study abroad.

Evaluation of Credit for Transfer Students

Transcripts of college work to date will be reviewed by the registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

All transfer students must take the quantitative skills proficiency examination. They must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request from the associate dean of students (academic) an academic or personal leave of absence. A student may request from the dean of students a medical or psychological leave. Students should consult with their academic advisor and the appropriate dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return, and are responsible for meeting the same dead-

lines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and register it with the Office of Residential Life. Students who fail to preregister or who leave Hamilton without formally being granted a leave of absence will be withdrawn and must reapply to the dean of students. A request for a change in a student's leave, or cancellation, must be made to the appropriate dean. Should the dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by the published deadlines. Students with an approved leave do not pay the continuation fee, preregister or participate in the housing or meal plan lotteries. The continuation fee is refundable until May 1; after that date it is forfeited.

Students may occasionally need to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the dean of students, who may allow financial and other regulations to be waived. When a leave is granted, the dean of students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence—Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request in writing an academic leave from the associate dean of students (academic).

Personal Leave of Absence—Students may request in writing a leave for personal or financial reasons from the associate dean of students (academic).

Medical or Psychological Leave of Absence—Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request from the dean of students a medical or psychological leave of absence. For such a leave to be considered, the student must authorize the director of Student Health Services and/or the director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the dean of students.

Students whose behavior is either disruptive or presents a danger to themselves or to others may be referred to the Health Center or to the Counseling Center for evaluation and diagnosis if the dean of students suspects that a medical or psychological condition may underlie the behavior. If the consultation confirms the presence of such a condition, the dean of students may decide to place such students on an involuntary medical or psychological leave of absence. Students who refuse to cooperate with such evaluative procedures will be subject to involuntary leave until evaluations are completed. Students who face involuntary leave have the right to request a member of the faculty or administration to act as an advisor or advocate.

Students who take a leave during a semester will normally be on-leave for the remainder of that semester plus the subsequent semester. Students who have been on medical or psychological leave of absence must apply to the dean of students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the director of Student Health Services and/or the director of Counseling and Psychological Services informs the dean of students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal and Readmission

Academic Suspension—A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered for readmission to the College. A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary Suspension—Students may be suspended from the College for disciplinary reasons. Readmission to the College after the semester of suspension is not automatic, but requires application to the dean of students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal—Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to formally withdraw from the College by meeting with the associate dean of students (academic) and following the proper exit procedures.

Readmission—Former students or students who have completed withdrawal procedures may apply to the dean of admission for readmission to the College. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Continuation Deposit—A continuation deposit of $400, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This deposit is due by March 1 of each year. It may be refunded up to May 1; after that date it is forfeited.

Preregistration—Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall semester, students must have paid the continuation fee. Students who have not preregistered may be withdrawn from the College.

Housing Lottery—In order to continue in college housing, returning students select their rooms for the next academic year through the housing lottery at the end of the spring semester. In order to be eligible, students must have paid the continuation fee, have their accounts clear and have preregistered for classes for the fall semester. The housing lottery information booklet, published in the middle of the spring semester, contains additional requirements pertaining to the process and student eligibility.

Students wishing to live off campus must participate in a separate process which is normally offered only to rising seniors. Any permission to live off campus is granted on a yearly basis only. Students are advised to not sign a lease until they have been granted permission to move off campus by the College during the spring.

Meal Plan Placement—Each student must participate on a meal plan while classes are in session. All first-year and sophomore students must participate on the 21-meal plan. Most junior and senior students will participate on the 7-, 14- or 21-meal plan, depending on where they live. Certain housing locations permit students to take fewer meals in the dining halls. However, all students (including off-campus residents), at a minimum, must participate in the seven-meal plan. Students with medical restrictions need to consult with the director of residential life. For more on meal plan placement, see www.hamilton.edu/college/residential_life/mealplanoptions.pdf.

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act ("Buckley Law") are described in the "Appendix."

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships and prizes are described in the "Appendix" of the *College Catalogue*.

Commencement Honors

Those students who complete the entire College course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree summa cum laude; those in the next 10 percent, magna cum laude; and those in the next 10 percent, cum laude.

The two students who attain the first and second highest standings for the College course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have earned at least 23 units of credit at Hamilton College.

Departmental Honors

Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. Individual departments and programs may require a higher average. These criteria are listed in the departmental entries which appear in the section on "Courses of Instruction." Matters of character constitute legitimate considerations for a department to deny an award of honors in the concentration.

Dean's List

The College also recognizes academic achievement at the conclusion of each semester. At those times, the dean of the faculty makes public the names of students who have carried throughout the semester a course load of four or more graded credits with an average of 90 or above. (A special criterion for the Dean's List applies to the Term in Washington and Hamilton in New York City programs; see "Academic Programs and Services.")

Phi Beta Kappa

Founded at The College of William and Mary in 1776 to foster love of learning, Phi Beta Kappa is the oldest academic honorary society in America. The Hamilton chapter, known as the Epsilon Chapter of New York, was established in 1870. Students are elected during their senior year on the basis of academic distinction in the liberal arts and sciences. In examining the academic records of candidates, the chapter considers the breadth of their engagement with the liberal arts and their fulfillment of the academic purposes and goals of the College. Breadth in the liberal arts normally involves one course in at least five of the six following categories - arts, math/computer science, sciences, social sciences, languages and humanities. In at least three of those categories, the student will have taken a course at the 200-level or above. The Hamilton chapter normally selects about 10 percent of the senior class for membership.

Sigma Xi

The Hamilton College chapter of Sigma Xi, the national honor society for scientists, was installed in 1965. The goals of Sigma Xi are to advance scientific research, to encourage companionship and cooperation among scientists in all disciplines and to assist the wider understanding of science. Students who show marked aptitude for research and who are continuing in research at the graduate level are elected to associate

membership. Students not continuing on to graduate school are awarded certificates of recognition. Nominations are based on the student's performance in an independent study or a senior research project.

Lambda Pi Eta

The Hamilton College chapter of Lambda Pi Eta, known as Epsilon Kappa, was established in 1996. Membership in Lambda Pi Eta is based on academic excellence in and commitment to communications. The purpose of the society is to recognize, foster and encourage outstanding scholastic achievement in communications.

Omicron Delta Epsilon

The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty in economics and emphasizes the professional aspects of economics as a career in the academic world, business, government and international organizations.

Phi Alpha Theta

Alpha Epsilon Upsilon, the Hamilton College chapter of Phi Alpha Theta, was installed in 1991. This international honor society recognizes academic excellence and promotes the study of history through the encouragement of research, good teaching, publication and the exchange of learning and thought among historians.

Phi Sigma Iota

Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha

Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and international relations among students and faculty.

Psi Chi

The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate and maintain members' scholarship in all fields, particularly psychology.

Fellowships, Prizes and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them. See "Scholarships, Fellowships and Prizes."

Postgraduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist them in their plans for postgraduate study and employment. The staff of the Career Center regularly advises students on postgraduate planning, and many faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 22 percent of new graduates have entered graduate or professional schools directly after college. Some 50 percent enter graduate programs within five years after receiving their degrees. Since most Hamilton students undertake postgraduate study, proper preparation for such work is an important aim of the curriculum. About 72 percent of recent seniors elected to take jobs immediately after graduation. As they begin to plan for their postgraduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center offers workshops, individual appointments and other services to assist students in exploring career options, preparing for job searches and planning for graduate and professional schools. Students are strongly urged to visit the center in their first or second year at Hamilton. Information on career development and career field choices, and data on all recruiting opportunities, is available online at the Career Center Web site (www.hamilton.edu/college/career). The office maintains reference books concerning graduate study in the United States and abroad, as well as information on career-related experiences including internships, volunteer programs and summer employment. Also, the center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center coordinates a mentoring program with the participation of alumni, who are an integral part of the career advising process. Each year a number of alumni return to campus to discuss career options with students in a variety of formal and informal settings, and students often visit alumni at their places of employment during school vacations.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know the courses that will enable them to qualify for a certificate issued by the American Chemical Society, as well as the courses most helpful toward graduate work in chemistry. A student considering geosciences should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish or a non-Western language will be helpful.

A student contemplating graduate work should consult the Web sites and catalogues of major universities for their requirements. This background will permit useful planning in consultation with the appropriate department chair.

Health Professions

All accredited medical and dental schools require one year of English, one year of biology, two years of chemistry (including organic) and one year of physics. Additional requisites vary, but often include "competence in mathematics" and broadly stated background in social sciences and humanities. The requirements for schools of veterinary medicine are generally more rigid; those for the allied health professions, including physical therapy, optometry, podiatry and nursing, are somewhat more flexible. Students interested in any career in the health professions should consult with the health professions advisor as early as possible to plan a course of study to meet the requirements of the schools of their choice. (See "Early Assurance Program in Medicine" under "Academic Programs and Services.")

Law

Many Hamilton students enter law school immediately upon graduation or within a few years thereafter. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by the Pre-Law Committee composed of faculty members and the associate director of the Career Center.

Education

Hamilton is proud of the number and quality of its graduates who have pursued careers in the field of education. Students interested in teaching, school administration, student services and other careers in education should consult with the staff of the Career Center, the Office of the Dean of Students, the director of the Education Studies Program and/or their advisor.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is well-developed skills in reading, speaking and writing; a wide choice of courses, including economics and/or mathematics; and a concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through calculus. In addition, many employers look for well-rounded students who also have demonstrated leadership, community service and involvement in extracurricular activities during their time at Hamilton.

Engineering

Students interested in engineering as a career may pursue this interest at Hamilton in a number of ways. Among others, the cooperative program (see "Cooperative Engineering Programs" under "Academic Programs and Services") leads to the B.S. or M.S. degree in engineering in a 3-2, 4-2 or 2-1-1-1 plan. Other arrangements may also be made. In order to keep this career option open, it is necessary to take courses in physics, mathematics and chemistry. The usual pattern is at least one course in science and one in mathematics for each of the first five or six semesters.

Admission

As a liberal arts institution, Hamilton encourages applications from students of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion — be it scholastic or extracurricular.

The Admission Committee reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive.

Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program, including such preparatory subjects as English, mathematics, foreign language, science and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, three years of science and three years of one foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

The deadline for submitting applications through regular decision is January 1. An application consists of the following: the application form itself (Hamilton's application is the Common Application), Hamilton's one-page Application Supplement, a secondary school report, a mid-year school report and a teacher reference form. In addition, applicants must write an essay and submit a graded sample of expository prose. Applicants are offered a variety of ways to meet Hamilton's standardized test requirement. They include: the SAT Reasoning Test; or the American College Testing assessment test (ACT); or three exams of the student's choosing, to include a writing or verbal test, a quantitative test (chemistry, math or physics) and a third test of the student's choice: acceptable exams include SAT II subject tests, AP Exams, IB exams and the TOEFL for international students. See the Admission Office Web site for more specifics.

Because the Admission Committee wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled from spring of the junior year through February 1 of the senior year. The candidate should contact the Admission Office (800-843-2655 or admission@hamilton.edu) to schedule an appointment. Because interview slots are limited and are often booked weeks in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9 a.m.-3 p.m. The office is also open on most Saturday mornings from July through November. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumna or alumnus of the College may be arranged. An off-campus interview should be requested as early as possible during the senior year. Alumni interviews cannot be scheduled after December 15. The phone number is 800-791-9283.

A campus visit should involve more than just an interview. Applicants are encouraged to take a tour of the campus, attend an information session, visit classes, talk with faculty members and students, and eat in one of the dining halls. The Admission Office will be glad to assist with any arrangements.

Hamilton is a member of the National Association of College Admission Counselors and adheres to its Statement of Principles of Good Practice in the admission process. Applicants are expected to be aware of their rights and responsibilities as delineated in the Statement of Students' Rights and Responsibilities as promulgated by NACAC. Copies of either or both of those statements may be obtained by writing or calling the Admission Office.

Early Decision

The Early Decision program is designed for students who have investigated their college options thoroughly and have decided that Hamilton is their "first choice." Hamilton College values the commitment and enthusiasm demonstrated by students who choose this program. The program enables students to clearly indicate that Hamilton is their first choice, and allows admitted students to conclude their college search early in the senior year.

A student may apply for Early Decision under the following plans:

Plan I: November 15—Deadline for application
December 15—Notification of decision

Plan II: January 1—Deadline for application
February 15—Notification of decision
Note: Regular decision candidates may convert to ED II by filing an Early Decision agreement prior to February 1.

Students applying under any of the Early Decision plans will be required to sign a statement that they will withdraw all other college applications and will file no additional applications if they are accepted by Hamilton. A guidance counselor and a parent must also acknowledge the commitment by signing this statement.

Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant. Excellent students who have exhausted their high school course offerings before the senior year but who will not satisfy graduation requirements may also be considered for early admission. Early admission candidates are strongly advised to have a personal interview on campus.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon acceptance of their deferral by the admission committee and receipt of the required registration deposit of $500. Candidates requesting deferred admission should understand that they are expected to attend Hamilton and may not apply to other colleges during their year off.

Advanced Placement Credit

Entering students who score satisfactorily on the Advanced Placement Tests or who have earned the International Baccalaureate diploma may be awarded (with the approval of the appropriate department and the Committee on Academic Standing) advanced placement and/or credit. In addition, credit may be granted for coursework taken on other college campuses with regular college faculty.

With the approvals of the appropriate academic departments and the Committee on Academic Standing, students who have earned the International Baccalaureate diploma may be awarded credit based on that diploma.

With the same approvals, a student who scores satisfactorily on an Advanced Placement Test may be awarded advanced placement in that department's curriculum. The department, may, but need not, award the student credit for a lower-level course upon that student's completing, with a grade satisfactory to the department, the course in which he or she was placed.

A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement Test.

Higher Education Opportunity Program and College Scholars Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), designed to provide a wide range of services to qualified applicants who, because of educational and economic circumstances, would otherwise be unable to attend college. These services include a summer session in preparation for matriculation at the College, counseling and tutoring. A general college studies summer session is required for HEOP and College Scholar students and is designed to introduce students to the liberal arts. This session covers English, speech, psychology, philosophy, science, mathematics, government and geosciences. It also provides students with the expertise to develop a program of study, in consultation with an advisor, which will meet their educational needs.

Hamilton College financial aid funds are available to students admitted under HEOP. Hamilton also conducts a parallel program to HEOP, the College Scholars Program, for students who do not meet all the HEOP requirements, whether they be economic, academic or geographic. For further information, applicants should contact Phyllis Breland, director of the Higher Education Opportunity Program, at 315-859-4398.

International Students

Applications from superior students from other countries are encouraged. International students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their language of instruction has not been English. Financial aid is available to international students demonstrating need in both Early Decision and Regular Decision.

Home-Schooled Students

Students who have met their local and/or state regulations for schooling at home may apply for admission to Hamilton. We strongly recommend these home-schooled students have an on-campus interview to discuss their academic preparation for college-level work.

Transfer from Other Colleges

The College is interested in well-qualified, highly motivated students who wish to transfer to Hamilton from other institutions. Because of the College's graduation and residency requirements, no student can transfer more than two years' academic credit from another institution. (See also "Evaluation of Credit for Transfer Students" under "Academic Regulations.")

Transfer candidates must submit official records of all college work accompanied by two letters of recommendation, one of which must be from the dean or academic advisor at the institution most recently attended. The deadline for fall transfer applications is April 15; admission decisions are mailed by early June. The deadline for spring transfer applications is November 15; admission decisions are mailed by January 1. Financial aid for transfer students is available but limited.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program.

The Hamilton Horizons Program provides older students with the same educational opportunities offered to regular undergraduates. The program offers no distinct courses for adults, no evening or weekend courses and no adjunct faculty. Instead, students in this program are incorporated into the mainstream of the College's academic life.

To earn a degree at Hamilton, students in the Hamilton Horizons Program must satisfy all the requirements stated in the *College Catalogue*, except the requirement in

physical education, the requirements governing minimum and maximum course loads, the requirements governing residence on campus and the requirement that the degree be completed within seven years following matriculation.

Applicants are initially accepted as part-time students in the program, which in itself offers no degree. After two semesters, each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation. The deadline for fall Horizons applications is May 1; the deadline for spring Horizons applications is November 1.

The ACCESS Project

The Hamilton College ACCESS Project is a comprehensive program designed to provide low-income parents in Central New York with all of the support necessary to thrive in an academic community. The project offers long-term educational, employment, social service and family support. Students in the ACCESS Project receive one year of free tuition at Hamilton, where the program includes individualized classes, workshops, advising and study programs, with an emphasis on developing skills in writing and communication, organization, test-taking, computer literacy and research. Following the first year, students are offered assistance in entering and completing two- and four-year degree programs at several area colleges, including Hamilton. In order to be eligible for The ACCESS Project, students must be low-income parents with at least one dependent child in their home, have an income of less than 200 percent of the poverty level, and be ready and motivated to work hard, learn, grow and change their lives. For more information, contact Sharon Gormley, project coordinator, at 315-859-4292.

Tuition and Fees

A college education of the kind offered at Hamilton is necessarily expensive — so expensive that tuition represents only 65 percent of the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends and foundations. Even though the individual expense is thus substantially reduced, approximately half of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities and loans established to defray further the high cost of education. For detailed information, refer to the "Financial Aid" section of this Catalogue.

Charges for a year at Hamilton, including tuition and fees, room and board, total $43,890. Beyond this, a student will need an additional $1,200 to cover the cost of books and supplies, plus approximately $300 for other expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee—A non-refundable fee of $50 must accompany each application for admission.

Registration Deposit—A non-refundable deposit of $500 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Guarantee Deposit—An initial guarantee deposit of $100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Transcript Fee—New students to the College are required to pay a non-refundable one-time transcript fee of $25 as part of their first term bill. This will entitle the student to an unlimited number of transcripts in the future.

Tuition and Other Charges for 2006-07—

Tuition and Fees	per year	$34,980*
Room (in College residence halls)	per year	4,860
Board (in College dining halls)	per year	4,050

* *includes $200 activities fee*

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is by course load, at a rate of $4,348 per course.

Overelection Fee—Four years' tuition entitles the student to 37 courses–several more than are required for graduation–taken at any time during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 125, 126, 141, 142, 225, 226, 241, 242 and 326) pay an overelection fee of $4,348 per additional course.

Room and Board—The College asks that all students live in a College residence hall; exceptions to this policy may be granted by the Office of the Dean of Students. College rooms are furnished with a bed and mattress, desk, chair and dresser for each occupant.

All students, however, will participate in the seven-meal plan as a minimum. All first- and second-year students will participate in the 21-meal plan. Juniors and seniors can choose to participate in either the seven-, 14- or 21-meal plan; and certain housing accommodations will provide for participation in the seven-meal plan only. Those permitted to provide their own board will be assessed a service charge of $275 per

year for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls.

Continuation Deposit—A continuation deposit of $400, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This deposit will be billed to the student's account on January 15, to be paid on or before March 1. Students may not preregister or participate in the housing lottery until the deposit is paid. It is nonrefundable after May 1.

Student Activities Fee—At the request of the Student Assembly, a student activities fee of $100 per student per semester is charged to support student-sponsored programming.

Medical Services—Professional care and treatments provided by the College Health Center are free. A fee may be incurred for medications and diagnostic tests.

Group Accident Insurance—Accident insurance is extended without separate charge to all regularly enrolled students for the academic year. However, this is excess insurance over any other collectible insurance covering the student as a dependent. This coverage provides a basic accident medical expense benefit with an aggregate maximum of $1,000 per injury.

Coverage under the plan is available for losses caused by accident only, both on and off campus, but the accident must occur during the academic year. There is no coverage during the summer break. Treatment must commence within 180 days of the accident, and all bills for charges accumulated during a given treatment must be presented within two years of the incident.

Accident insurance is also provided for intercollegiate sports. This is excess coverage only. It applies after any other collectible insurance covering the student. Club and intramural sports are not covered under this plan and fall under the group accident insurance plan.

Health Insurance—Hamilton College requires that all students have some form of health insurance coverage. For students who are not covered under a parent's policy, or students who would like additional coverage, Hamilton offers a limited benefits health insurance plan. Coverage under this policy is voluntary. However, if proof of other comparable health insurance coverage has not been provided to the Health Center, students will be automatically enrolled in and billed for this plan. An outline of the plan and premium information may be obtained from the director of purchasing and property management at 315-859-4999.

Other than the provisions of the Medical Service and Group Accident and Health Insurance programs described above, the College assumes no responsibility for medical or health services to its students.

Music Fees—Private vocal and instrumental instruction is available during the fall and spring semesters. The student may choose between two alternatives: 11 weekly half-hour lessons for $275, or 11 weekly hour lessons for $550. A student receiving a college scholarship as part of his or her financial aid package is eligible for assistance in meeting the cost of private music instruction. Generally one-half the cost will be covered by an increase in the scholarship, with the remainder covered either by the student and his or her family or through a supplemental loan. Eligible students must contact the Office of Financial Aid.

Off-Campus Programs Abroad Fee—Students may study for a semester or more through approved foreign study programs at other colleges and universities. A fee of $1,500 is charged for each semester a student is abroad. This fee is in addition to the tuition charged by the off-campus program.

Charges for Damage—The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual residence hall damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

Payment of Bills—One-half the annual charges is billed in July and the other half in December. Both are mailed to the student's home address for payment in August and January, respectively. If payment is not received by the due date, a late payment fee of $100 is assessed. An additional late fee of $200 will be assessed if the amount due for the semester is not paid by October 1 for the fall semester and March 1 for the spring semester. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans for financing tuition and fees. Such plans allow for payment periods of up to 120 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. In addition, any student whose bill is unpaid may be denied access to residence and/or dining halls. No student whose College bills are unpaid may receive a degree or honorable dismissal, have grades recorded or obtain a transcript.

All students are held personally responsible for any unpaid balance on the tuition account, regardless of any allowances, awards or financial aid. It is also the student's obligation to pay attorneys' fees or other charges necessary to facilitate the collection of amounts not paid.

All refunds to a student withdrawing from the College are based on the date on which the student, parent or guardian notified the dean of students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily or due to illness, or who are dismissed during any semester, is stated below. No other refunds are possible.

Tuition, board and fees are refunded as follows:

1) Withdrawal or dismissal during the first week	80%
2) Withdrawal or dismissal during the second week	70%
3) Withdrawal or dismissal during the third week	60%
4) Withdrawal or dismissal during the fourth week	50%
5) Withdrawal or dismissal during the fifth week	40%
6) Withdrawal or dismissal during the sixth week	30%
7) Withdrawal or dismissal during the seventh week	20%
8) Withdrawal or dismissal during the eighth week	10%
9) After eight weeks:	no refund

Room charges will not be refunded if a student withdraws after the start of classes.

Students who think that any fee or refund has been incorrectly computed may appeal to the controller.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes scholarships, part-time employment and long-term loans. Such financial assistance adds breadth to the student body and attracts individuals of diverse interests and backgrounds.

U.S. citizens and permanent residents need to submit the Free Application for Federal Student Aid (FAFSA), the Hamilton College Financial Aid Application and U.S. income tax forms. First-time applicants must also complete the College Scholarship Service (CSS) PROFILE form. Additional requirements may include New York State tax forms, non-custodial profile and/or a business/farm supplement. International students must submit the International Student Financial Aid Application and the Certification of Finances.

Applicants seeking Early Decision should file a PROFILE before November 15. The Free Application for Federal Student Aid (FAFSA), which cannot be submitted until after January 1, should be filed no later than February 1. Late filers will be at a disadvantage in consideration for institutional funds. All relevant forms can be accessed from our Web site at www.hamilton.edu/admission/tuition.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid is normally awarded for an academic year and credited to College bills, but may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must again file application materials with the Office of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, number of family members in college and other circumstances that may affect a family's ability to contribute toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton College scholarships, loans or jobs; New York State and federal scholarships, grants and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton College scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants and by the College's operating budget.

Merit Scholarship Programs—The William M. Bristol, Jr. '17 Scholarship Program provides half-tuition scholarships (renewable for four years), plus a $3,000 research grant and special faculty mentoring, to students who have demonstrated the ability to think, write and speak critically, analytically and creatively. The College looks for students with a strong commitment to citizenship and public service. Each year, eight to ten of Hamilton's most outstanding applicants are presented with this merit award, regardless of their financial need.

The Hans H. Schambach '43 Scholarship recognizes approximately ten of the strongest applicants from each entering class by meeting their full financial need, without loans, for four years. Schambach Scholars are chosen for their outstanding personal and academic promise, as well as their potential to make a significant contribution to the life of the College. They also receive a $3,000 research stipend and special faculty mentoring.

National Merit Scholars finalists who list Hamilton as their first choice will receive $2,000 from the College in each of their four years.

General Scholarships—Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of personal promise as well as on the degree of financial need.

Grants of this sort are supported by the income from more than 300 endowed scholarship funds, from annual grants and by the general funds of the College.

Awards, depending upon need, range from several hundred dollars to full cost of attendance.

Special Scholarships—To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for residents of certain geographic areas, for foreign students and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see "Appendix.")

Prize Scholarships—Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled (e.g., excellence in coursework or campus citizenship).

Because the recipients of prize scholarships must usually be eligible for need-based financial aid, most prize scholars will already be recipients of undesignated scholarships from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an undesignated scholarship.

College Loans—*The Barrett-Schweitzer Loan Fund* was established in 1992 in honor of Edwin B. Barrett, Professor Emeritus of English and Drama, and Albert Schweitzer, the eminent humanitarian. It provides loans not exceeding $2,000 at interest rates of 4 percent per annum to students who have demonstrated academic excellence and are in need of additional financial support.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5 percent per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2 percent below the Federal Stafford Loan Program rate. No interest is incurred during in-school periods, and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3 percent within three years after graduation. The interest accrues from the time the student leaves the College.

The Theodore M. Pomeroy Loan Fund was established in 1916 to assist worthy students. Loans granted to seniors are repayable within three years of graduation (interest at 3 percent computed from the time the student leaves college), and by other students before returning to college the following fall with interest at 3 percent charged from the time the loan is made.

The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to $250 in interest-free short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from

Connecticut qualify. Interest at 5 percent is charged on the loans, which are repayable within 10 years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Student Employment—The Federal Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid plan. Other employment possibilities exist on campus and in the local community.

Federal and State Scholarships and Grants—A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the "Appendix."

Campus Buildings and Facilities

In all, Hamilton owns more than 1,300 acres of woodlands, open fields and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Hamilton campus was designated as an arboretum in 2004, and the Root Glen, a gift of Mrs. Edward W. Root in 1971, is remembered by all who have strolled its shale paths.

Afro-Latin Cultural Center

Founded in 1969, the Afro-Latin Cultural Center provides a place of sodality for Black and Latin students. Open to and used by the entire community, the center sponsors discussions, lectures, art shows and similar educational, cultural and social events.

Anderson-Connell Alumni Center

Originally an inn called Lee's Tavern and the home of the Root family, the Alumni Center is one of the oldest buildings on the Hill. Renovated in 1986 and 2002, it is named in honor of Molly and Joseph F. Anderson, Class of 1944, and in memory of Clancy D. Connell, Class of 1912. It houses Communications and Development.

The Annex

Built in 2000, the Annex is a large multipurpose facility equipped with satellite television, a data projector, 16-foot screen, dressing rooms and state-of-the-art sound components. Home to student theatre performances, concerts, comedy shows and banquets, the Annex serves a variety of programming needs.

Athletic Center

The Athletic Center provides Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. Components of the complex include the following: the Margaret Bundy Scott Field House, completed in 1978 and expanded in 2006 with the addition of the Little Squash Center; the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus, renovated in 1993; the Alumni Gymnasium, dedicated in 1940 and renovated in 1978; the William M. Bristol, Jr. Swimming Pool, dedicated in 1988; and the Charlean and Wayland Blood Fitness and Dance Center, opened in 2006. For more information, see "Athletic Programs and Facilities."

Azel Backus House

The only building still extant from the Hamilton-Oneida Academy, it was constructed as a boarding house for the academy's students. In 1812 it became the home of Azel Backus, the first president of the College. Since 1958 the house has contained faculty and staff apartments and has also served as a meeting place for various campus and alumni groups. In 1984 it was renovated to include faculty dining rooms.

Beinecke Student Activities Village

The Student Activities Village was constructed in 1993 and named for Walter Beinecke, Jr., former chairman of the board of trustees of Kirkland College and a life trustee of Hamilton. The bright yellow buildings link the north and south sides of the campus via Martin's Way, a red-brick path named in honor of J. Martin Caravano, Hamilton's 16th president. The village contains the Mail Center, the Howard Diner and the Fillius Events Barn, as well as lounges where students and faculty members meet informally outside of the classroom.

Benedict Hall

The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, Benedict Hall, which was erected in 1897, houses faculty offices and classrooms.

Bristol Center

Constructed in 1965, the William McLaren Bristol Center is named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include the WHCL radio studios, student media offices, the College Store, a laundromat, lounges, meeting rooms, offices for student organizations and 12 guest rooms.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick Hall is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then superintendent of the Buildings and Grounds Department as well as registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. secretary of state and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters since 1926.

Career Center

Located in a former private residence that was specifically redesigned and renovated for its new purpose in 1986, the Maurice Horowitch Career Center has a recruiting room and two reading rooms containing reference materials. It also comprises offices for counselors who provide assistance to students in developing their post-graduate plans.

The Chapel

Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts and assemblies. The third floor of the Chapel was renovated in 1999 and provides office and meeting space for campus chaplaincy and Oral Communication.

Couper Hall

Constructed in 1889 and rededicated in 1992 in honor and memory of Edgar W. Couper, Class of 1920 and former chancellor of the University of the State of New York, Couper Hall was originally the College YMCA building. It contains classrooms and offices of the Classics Department as well as the Women's Studies Program.

Dining Halls

Hamilton has two dining halls: the recently renovated Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; and McEwen Dining Hall.

Glen House

Formerly a private residence, the Glen House was refurbished in 2006 as headquarters for the Hamilton Outdoor Leadership Center. It contains equipment rooms for the Bike Co-op, Ski Club and Outing Club, among others, as well as student meeting and social space.

Health Center

The Thomas Brown Rudd Health Center, named for the College's 13th president, was completed in 1959, and an addition was constructed in 1972. The building houses the Student Health Services and contains fully equipped examination and treatment rooms. The center also houses the College's Counseling and Psychological Services.

Christian A. Johnson Hall

The former College library (1914-1972) was renovated and rededicated as Christian A. Johnson Hall in 1982. It houses the Emerson Gallery (comprising formal art exhibition and workshop areas), the language and speech laboratory and the College's media library. It also contains classrooms and faculty offices for the Critical Languages program, the departments of Computer Science, East Asian Languages and Literatures, French, German and Russian Languages, Hispanic Studies and Mathematics as well as the Quantitative Literacy Center.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was constructed in 1792 as the home of Samuel Kirkland, the founder of Hamilton College. In 1925 it was moved from the foot of College Hill to its present site and later restored. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the first-year class.

Kirner-Johnson Buildings

These connecting buildings are used extensively for academic, administrative and extracurricular purposes. The Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, houses the dean of students, the registrar, institutional research, multicultural affairs, the departments of Anthropology, History and Sociology, the program in Africana Studies and the Nesbitt-Johnston Writing Center. In addition to several classrooms, it also contains two auditoriums. Within the adjacent Johnson Building, named for Virgil E. Johnson, are the departments of Economics and Government and the Arthur Levitt Public Affairs Center.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years chairman of the board of trustees, this facility provides Hamilton with one of the finest small college libraries in the nation. The library is also home to the Multimedia Presentation Center, a state-of-the-art computer and media facility, which opened in 2002.

List Art Center

The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; a rehearsal hall, teaching studios, an electronic studio and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and offices for the departments of Art, Dance and Theatre.

Little Pub

Located adjacent to the Beinecke Student Activities Village, The Little Pub opened in the spring of 1996. The restored horse stable/carriage barn contains a game room, bar, dance floor, fireplace room and other spaces for informal social gatherings.

McEwen Hall

Named for Robert Ward McEwen, 14th president of Hamilton College, McEwen Hall houses dining facilities, the Café Opus coffeehouse, a cinema lab, classrooms, music practice rooms and offices for faculty members.

Minor Theater

Originally Hamilton's first library (1872-1914) and later the College infirmary, it was converted to a theatre in 1962 through the generosity of Clark H. Minor, Class of 1902 and a former chairman of the board of trustees. It is now used for student productions and College-sponsored work in drama.

The Observatory

Made possible through a gift from Elihu Root III, Class of 1936, the Observatory houses an 11¼" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road on Peters Lane, a quarter-mile from the campus.

Residence Halls

Hamilton believes the opportunities for educational and personal growth are best served when all students are in residence together. Toward that end, 95 percent of our students live in the 25 residence halls on campus, and first-year students are housed in clusters in nine of those halls. As students grow and develop at the College, they have an opportunity to live more independently in small houses and apartments.

Resident advisors live in each hall, with an average ratio of one resident advisor for every 30 students. Working closely with the Office of Residential Life, resident advisors are responsible for advising students in their areas, developing educational and social programs, limit-setting and administrative responsibilities within their buildings.

The College tries to provide its students with as many different housing options as possible. For example, even though all residence halls are coeducational, some floors are single-sex while others are coed. Dunham, Kirkland and North contain rooms ranging from singles to quads, and Carnegie and South contain doubles and quads. All offer lounges, recreation areas and kitchenettes. Babbitt and Milbank residence halls comprise six-person suites with kitchens and lounges. Keehn, Major, McIntosh, Minor and Root contain singles and doubles, kitchenettes and large lounges. The Bundy residence quadrangle consists of large singles and doubles. Floors in Major are designated as "quiet halls," where students abide by a 24-hour-a-day quiet policy. In addition, Root, Kirkland, the third floor of McIntosh and 3 College Hill Road are designated as "substance free" halls. All residence halls are smoke-free.

Other housing options for primarily juniors and seniors include the Griffin Road and Farmhouse apartments, Wallace Johnson House, Saunders House, Rogers Estate, Ferguson House, Carnegie, the Wertimer House, Woollcott House, Eells House, and 3994 and 4002 Campus Road.

Root Hall

Given in 1897 by the distinguished American statesman Elihu Root, Class of 1864, in memory of his father, Oren, professor of mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the departments of Comparative Literature, English and Communication.

Elihu Root House

Constructed in 1817 for Theodore Strong, Hamilton's first professor of mathematics, the structure has served as the home of presidents as well as faculty members of the College. The house was extensively remodeled after it was purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by his daughter, Edith Root Grant, and her husband, Ulysses S. Grant III, grandson of the president. A National Historic Landmark, it was acquired by the College in 1979 and now houses the Admission and Financial Aid offices.

Molly Root House

Designed in 1915 by the renowned architectural firm of McKim, Mead and White, the Colonial Revival building was commissioned by Elihu Root, Class of 1864, as a wedding gift for his son, Elihu Jr., Class of 1903. Beginning in the 1950s, the home was occupied by Elihu Jr.'s son, Elihu III, Class of 1936, and his wife, Molly Bidwell Root. In 2006 the building was dedicated as the headquarters for the Art History Department.

Schambach Center

Completed in 1988, the Hans H. Schambach Center for Music and the Performing Arts houses the Music Department, its classrooms, studios, practice rooms and library. The center also contains the 700-seat Carol Woodhouse Wellin Performance Hall, an appropriate setting for the talents of student artists as well as internationally recognized artists in music and dance who regularly visit Hamilton.

Science Center

The Science Center, the largest building project in the College's history, was completed in 2005 and houses offices and laboratories for Archaeology, Biology, Chemistry, Geosciences, Physics and Psychology. The complex contains a tri-climate greenhouse, auditorium, coffeehouse and more than 100 teaching and research laboratories. Students and professors are supported in their research by a 500 Mhz nuclear magnetic resonance (NMR) spectrometer, scanning and transmission electron microscopes, and an X-ray diffractometer and fluorescence spectrometer. The chemistry supercomputer, biology laboratory for bioinformatics research, psychology statistics laboratory, general computing classroom and wireless computer connectivity provide state-of-the-art computing facilities. The Science Center's expansive atrium boasts several environmentally friendly features including a temperature control system that involves geothermal loops and displacement ventilation.

Philip Spencer House

Renovated in 2002, the former Chi Psi fraternity house was renamed the Philip Spencer House in honor of the fraternity's founder. It now houses the Business and Human Resources offices.

Student Life

The Division of Student Life is primarily concerned with the quality of learning for students outside of the formal classroom setting. The services within the division support and augment the educational purposes and goals outlined in the *College Catalogue*. Hamilton recognizes that students develop intellectually and socially while participating as active members of a residential community. The College therefore has a responsibility to integrate the goals of a liberal arts education into its residential programs. Students are challenged to understand values and lifestyles different from their own, to relate meaningfully with one another, to develop the capacity to appreciate cultural and aesthetic differences, and to accept responsibility for their choices and the consequences of their actions.

Student Services

The Division of Student Life is concerned with the total development of the student. Emphasis within the various student services is placed on both challenging and supporting students' growth and development as they strive to achieve their potential. The dean of students oversees the Division of Student Life, which includes the following areas:

Dean of Students Office—A number of services are offered through the Dean of Students Office, which is located in Kirner Johnson 104.

Academic Services—The associate dean of students for academic affairs provides support for Hamilton's program of academic advising of first- and second-year students, administers academic regulations and serves as the dean of students' designee for matters brought to the Honor Court. The associate dean coordinates the work of the faculty Committee on Academic Standing.

Diversity and Accessibility—The associate dean of students for diversity and accessibility provides leadership for the development of educational, cultural and social programs that enhance intercultural understanding and foster a campus climate that celebrates and respects the uniqueness of all its members. The associate dean serves as an advocate for students from diverse racial, cultural and ethnic backgrounds, sexual orientations and abilities, and works cooperatively with others on campus to build and strengthen support networks and to increase and retain representation of historically underrepresented groups.

The associate dean also coordinates individualized accommodations and support services for students with documented disabilities and serves as the ADA consultant for the College. Students seeking special arrangements due to a disability should provide the associate dean with a recent evaluation conducted by a specialist in the appropriate field. It should include a diagnosis of a disabling condition, information regarding onset, longevity and severity of symptoms; information on how the disability and/or related medications and treatments interfere with or limit any major life activity, including participation in the courses, programs and activities of the College; and recommended accommodations.

Using this information, in consultation with the student, his or her professors and, if necessary, other qualified experts, the associate dean will help the student to develop a system of support services that are appropriate to the student's needs. Requests for special arrangements should be made well in advance of the time they will be needed. Questions about services may be directed to the Dean of Students Office at 315-859-4012.

Study Abroad—The associate dean of students for off-campus/international study works with students who are exploring options for study at foreign or other domestic institutions or programs, researches viable study abroad programs for

Hamilton's preferred list, advises students on pre- and post-study away issues, including credit transfer, and coordinates all related campus programming. The dean also advises the Committee on Academic Standing regarding issues related to study abroad and study away.

International Student Services—The associate dean of students for off-campus/international study provides support for international students, including orientation, host family assignments and advising on immigration regulations and concerns.

Adventure Program—Based in the Glen House, the Hamilton Outdoor Leadership Center offers experiential education, leadership training and outdoor adventures to students and the community. Functioning out of the center, the Hamilton Outing Club offers trips and equipment rental, as well as training for future outdoor adventure leaders. The Adventure Program uses the Mark Cox Memorial Challenge Course to develop leadership and group skills to on- and off-campus groups. The climbing gym offers instructional and recreational indoor climbing. Adirondack Adventure is the College's nationally acclaimed wilderness pre-orientation program supervised by the director of the Outdoor Leadership Center.

Campus Safety—The Department of Campus Safety strives to provide a reasonably secure and safe environment for all who work and study at the College. Campus safety is dependent upon the cooperation and active participation of all members of the community in reducing crime and creating a safe environment. All Campus Safety officers are trained in College policy enforcement, fire and crime prevention, basic first aid and CPR. They respond to a variety of requests for assistance typically associated with the college environment. In addition, the Campus Safety director serves as a liaison with both local and state law enforcement and fire protection agencies. Campus Safety provides information to members of the community on a variety of personal safety issues through educational programs and publications.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education. Contact the Department of Campus Safety (315-859-4141) to request a copy of the Hamilton crime statistics, which are also available on the College Web site at www.hamilton.edu/college/safety. Information may also be obtained from the U.S. Department of Education Web site at http://ope.ed.gov/security.

Career Center—Career decision-making represents one of the most important developmental tasks for most students at Hamilton. The decision to begin graduate or professional study or to enter the world of work involves a complex challenge to the student's intellectual, emotional and social growth. Career Center programming and services are designed to assist students in identifying their own achievements, values, skills and interests; to help them to understand and appreciate the diversity of the world of work; to aid in acquiring the skills necessary to enter that work world; and to manage their careers over their entire life spans.

Chaplaincy—The chaplaincy addresses "the culture of the heart," drawing students and other members of the community into the conversation around life's great questions: "Where did we come from? Why are we here? Where are we going?" At the center of the chaplaincy is the Chapel Board, composed of the three Hamilton chaplains (Protestant, Catholic and Jewish) and representatives from religious communities on campus. Currently Chapel Board is made up of the following groups: Christian Fellowship, Community Church (Protestant), Gospel Choir, Hillel (Jewish), Islamic Association, Newman Community (Catholic), Orthodox Christian Group, Sitting Group (Zen Buddhist and other meditative traditions) and representatives of other faith traditions on campus. Chapel Board helps the chaplaincy move toward three goals: 1) promote awareness of religious life on campus, 2) provide support and encouragement to religious groups and traditions who make up Chapel Board and 3) offer opportunities for multifaith experiences.

The chaplaincy exists to encourage all forms of religious life and community which find expression at Hamilton College, including worship services, religious

music, observance of holy days, experiences of prayer and spirituality and discussion or speaker events on religious or ethical topics. Chaplains are available for counseling with all members of the Hamilton community.

The chaplaincy also supports volunteering for community service. This happens within various religious communities but also in a concentrated way through HAVOC (Hamilton Action Volunteer Outreach Coalition). This student-run organization, advised by the chaplaincy, offers about 20 weekly service projects, including Habitat for Humanity, Best Buddies, Big Brother/Big Sister, Literacy Volunteers of America, working with the elderly, AIDS Community Resources, the Rescue Mission soup kitchen and half a dozen tutoring opportunities. HAVOC also offers service trips over spring break and monthly campus-wide projects to raise funds and awareness for social justice/community service issues.

Counseling and Psychological Services—Students experience developmental and psychological growth as well as difficult situations during their college years. Confidential discussions with counselors can be helpful in the process of making decisions, solving or managing problems, adjusting to a new environment or learning more deeply about oneself. Counseling sessions are intended to result in a more thorough understanding of issues and problems and a clear conceptualization of future actions. The professional staff of three consists of psychologists and counselors who specialize in the concerns of college students. All services are strictly confidential and free of charge to Hamilton students. The office is located on the second floor of the Thomas Brown Rudd Health Center, accessible via the north entrance. Appointments are available during the week between 8:30 a.m.-4:30 p.m. If the need is urgent, arrangements will be made after hours.

Health Services—The personnel and programs of the Thomas Brown Rudd Health Center are dedicated to encouraging and maintaining the well-being and safety of students. The delivery of direct patient care values respect for the individual. Assessment and treatment of illness, consultation, referral and emergency care are provided. Healthy choices and behaviors are promoted through education on issues and lifestyles specific to the college-age population.

The clinic is open weekdays 8:30 a.m.-4:30 p.m. (Wednesdays 10 a.m.- 4:30 p.m.) when the College is in session. After-hours emergency care is provided through contacts with local urgent care and emergency departments. A trained student Emergency Medical Team is on call to respond to accidents, acute on-site illnesses and injuries.

The service is free. Charges may be incurred for laboratory tests, x-rays and medications.

Residential Life—The Office of Residential Life strives to promote and maintain a residential community conducive to intellectual and personal growth, where students can sleep, study and share ideas with peers whose culture, lifestyle and opinions may be different from their own.

The professional staff in residential life includes the director, associate director and three live-on area assistant directors who are responsible for the management of the 25 residential facilities and the supervision of the paraprofessional staff members who live and work within them.

The paraprofessional staff includes a total of 60 resident advisors, including one residential manager. Resident advisors are upperclass students who are trained as counselors, limit-setters, program developers and resource persons, who provide valuable leadership within the residential community. The residential manager is also an upperclass student who works in the Griffin Road Apartments in an administrative role as liaison to the Office of Residential Life and the Physical Plant.

Student Activities—There are numerous opportunities for student development, involvement and leadership in co-curricular activities at Hamilton. Altogether, there are more than 100 clubs and organizations, and students can choose to become involved in community service, cultural, musical, athletic, social, recreational or religious activities, or co-curricular activities related to an academic interest. A campus life open house is

held at the beginning of the fall semester to introduce students to the variety of options available to them.

The Student Activities Office advises student organizations, including private societies, and supervises the Beinecke Student Activities Village, the Bristol Center and Emerson Hall. The student technical crew, the Jitney service, new student orientation and the student event staff are also coordinated through the Student Activities Office. Facilities in the Bristol Center include the College Store, radio station WHCL-88.7 FM, student organization offices, meeting and conference rooms, and 12 guest rooms. The Beinecke Village includes the Howard Diner, the Fillius Events Barn, the multipurpose Annex, the Mail Center, an automatic teller machine (ATM) and a variety of lounges.

The Campus Activities Board (CAB). A student-run organization, CAB is responsible for the programming of professional quality entertainment on campus. Each semester CAB brings a variety of premium events to Hamilton, including comedians, bands, novelty acts and acoustic coffeehouse performers.

The Student Assembly. The functions of student government at Hamilton are vested in the Student Assembly. The Student Assembly is composed of three branches: the coordinating branch (Central Council); the judicial branch (Honor Court and Judicial Board); and the executive branch (Executive Committee). The Student Assembly Funding Committee allocates funds to more than 70 student organizations.

Student Clubs and Organizations. Descriptions of a sampling of student organizations follow. A complete listing of student organizations, is available at www.hamilton.edu/college/student_activities/organizations.html.

The Black Student Union was founded by students in 1968 to broaden the awareness and appreciation of Black cultures. La Vanguardia was established in 1984 to complement the growing diversity within the Latino community. The Asian Cultural Society was established in 1987 to promote Asian culture, further enriching the multicultural life of the community.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers and similar events. Such groups are sponsored by the French, Geosciences, German and Russian Languages, Hispanic Studies and Philosophy departments.

The International Student Association is composed of international and U.S. students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing and Nordic skiing. Club membership allows individuals to borrow outdoor equipment including tents, sleeping bags, backpacks, stoves, cookware, canoes and cross-country skis.

The Womyn's Community Center was founded in order to provide a focus for the concerns of women at Hamilton. It operates a resource center and sponsors programs open to all members of the College community. The Rainbow Alliance addresses social and political concerns associated with sexual orientation.

There are 10 national fraternities and six local sororities recognized by the College. The fraternities are Alpha Delta Phi, Chi Psi, Delta Kappa Epsilon, Delta Phi, Delta Upsilon, Lambda Upsilon Lambda, Psi Upsilon, Sigma Phi, Tau Kappa Epsilon and Theta Delta Chi. The sororities are Alpha Chi Lambda, Alpha Theta Chi, Gamma Xi, Kappa Delta Omega, Kappa Sigma Alpha and Phi Beta Chi.

Student Media Board. Consisting of students, faculty members and administrators, but always having a student majority and chair, the Student Media Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and the radio and television stations are all operated and managed completely by students.

Campus Cultural Life

Art

The Emerson Gallery (located in Christian A. Johnson Hall) offers Hamilton students a lively and diverse program of art exhibitions and related events, including gallery talks, lectures, workshops, performances and films.

The gallery also regularly exhibits works from the permanent collection and loan shows, which are strong in American and British works on paper and also includes paintings and sculpture, collections of Greek vases, Roman glass and Native American objects. The Walter Beinecke, Jr. Collection includes prints, drawings and paintings related to the history of the Lesser Antilles. The permanent collection can be made available for student research and study. Call 315-859-4789 for more information.

Student work opportunities at the Emerson Gallery (there are both paid and volunteer positions available) provide valuable experience for students interested in careers in museum work and arts administration. Call 315-859-4396 for more information.

Dance

The Dance Department produces one major concert in the spring and participates with the Music Department in a concert/performance for Family Weekend in the fall. In addition, the department presents student-choreographed works, usually as part of composition and choreography courses, and as part of the senior projects. For information about dance at Hamilton, call 315-859-4057.

Student-run dance organizations, including the Student Dance Alliance and the Dance Team, offer workshops and occasional performances.

Music

In addition to the professional performing arts series, there are performances by faculty members, students, and student ensembles. The Department of Music sponsors master classes by visiting artists and lectures on music subjects by prominent scholars. The department also runs a program for private study in a variety of instruments and voice. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony. A fee is charged for such instruction, but students receiving financial aid may obtain assistance in meeting the cost. The Music Department also owns several African drum collections as well as a Javanese Gamelan, and it maintains a well-equipped studio for electronic music that surpasses such facilities at many larger colleges and universities.

The Hamilton College Choir continues a long tradition of choral excellence that dates back to its founding in 1867. Its annual spring concert tour has in recent years ranged as far west as Chicago and Milwaukee, as far north as Montreal, and as far south as Atlanta. The Choir has also toured in Europe six times in the last 20 years, most recently to Germany, the Czech Republic, Austria and Poland in 2005. This ensemble of approximately 65 singers also produces a musical or operetta each year. Open to all students by audition during Orientation Week. Full-year participation is required.

The Hamilton College Orchestra, made up of 50 to 60 Hamilton College students and community members, performs in Wellin Hall four times a year. Its repertory includes the masterpieces of the orchestral literature as well as contemporary compositions. The orchestra has recently performed works of Beethoven, Brahms, Dvorák, Tchaikovsky, Copland, Debussy, Mozart, Ravel, Sibelius and Stravinsky, and regularly commissions and premieres new works for orchestra. On occasion an advanced student performer will be featured as concerto soloist with the orchestra. Open to all students by audition during Orientation Week and the first two days of classes during both Fall and Spring terms.

The College Hill Singers is a chamber vocal ensemble drawn from the College Choir. Its repertoire ranges from Renaissance madrigals to Brahms part-songs to contemporary works.

The Chamber Music Program is an extension of the orchestral program, providing additional opportunities for members of the orchestra to study and perform, as well as giving ensemble experience and training to less advanced students who are not yet ready for orchestra. In addition to formal concerts and more informal appearances on campus, the chamber ensembles perform frequently at churches and charity events in the region. Auditions are held concurrently with orchestra auditions during Orientation week each term.

The Hamilton Jazz Ensemble is a full big band with five saxes, four trombones, four trumpets, and four rhythm section players. The music covers the style periods from the mid 1930s to the present. A seven-piece combo, comprised of members from the Jazz Ensemble, performs as well. Auditions are held on Tuesday during the first week of classes each fall.

Hamilton College and Community Oratorio Society, which numbers approximately 135 singers, performs major choral works with orchestra each semester. The society is open to all members of the community without audition. Interested singers may join by attending the first rehearsal of the term.

The Buffers, Special K, Tumbling After, and the Hamiltones are Hamilton's student-run a cappella performance groups. All male, all female, or coeducational, each group draws from varied repertories ranging from traditional barbershop quartet melodies to contemporary music, and each mixes musical skill with humor to entertain audiences both at Hamilton and on tour. Auditions are held by announcement.

The College also houses a Jazz Archive that includes more than 200 interviews with great jazz artists and several vintage jazz recordings. The Jazz Archive has sponsored residencies by such artists as Milt Hinton, Byron Stripling, Joe Wilder, Clark Terry, Bobby Watson and Jane Ira Bloom.

Other concerts on campus are offered by the Campus Activities Board. The Office of Multicultural Affairs as well as a variety of student organizations also sponsor concerts from time to time.

Theatre

The Theatre Department produces two to three major theatrical productions each year in historic Minor Theater. In addition, the department regularly produces student-directed shows, usually as part of the senior projects. Auditions for theatre program productions are open to all students and are held early each semester. Audition notices are posted on campus and on e-mail. Technical and managerial positions are also available. For information about theatre at Hamilton, call 315-859-4057.

The student-run theatrical group, Untitled-at-Large, produces student directed musicals, plays and one-act productions. Audition notices are posted on campus.

Performing Arts

Hamilton sponsors two professional performing arts series: Classical Connections and Contemporary Voices and Visions. Last season's performers included Ethos Percussion Group, Squonk Opera, Cyrus Chestnut Jazz, Marian String Quartet and Portland Taiko. The 2006-07 season will include Rochester Philharmonic, Garth Fagan Dance, performance artist Tim Miller and Ravi Coltrane.

Lectures and Performances

Numerous lectures and live performances are provided during the year for the Hamilton community from the income of endowments established for those purposes and augmented by general College funds.

The Lee H. Bristol, Jr. Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

The William M. Bristol, Jr. Distinguished Visitors Program, established through the bequest of William M. Bristol, Jr., Class of 1917, supports lectures, performances and other special events held in connection with several-day visits by high-profile experts in various fields.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Class of 1940 Cultural Endowment was established on the occasion of the 50th reunion of the Class of 1940 to support a major cultural event to be held annually at the College, preferably in the Hans H. Schambach Center for Music and the Performing Arts.

The Class of 1949 Performance and Lecture Fund was established on the occasion of the 40th reunion of the Class of 1949 to support major performances or lectures to be held in the Hans H. Schambach Center for Music and the Performing Arts.

The Peter D. Constable Lecture Fund was established in 2001 in honor of former Ambassador Peter D. Constable, Class of 1953, to support an annual lecture in international relations.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to provide lectures dealing with the American economy in conjunction with the Public Policy Program.

The David Maldwyn Ellis Lecture Fund was established by Robert B. Carson, Class of 1956, in honor of David Maldwyn Ellis, Class of 1938 and professor emeritus of history, to support lectures on the topics of American history or American institutions.

The Great Names at Hamilton Lecture and Performance Fund was established to support one or more annual lectures or performances by individuals of national or international renown in any field.

The Doris M. and Ralph E. Hansmann Lecture Series was established in 1993 in honor of Mr. Hansmann, Class of 1940, and his wife to support annual lectures in any field. Fields are designated on a three-year rotating basis.

The Terry Herrick Memorial Fund for Industrial Relations Study was established in 1981 by alumni and friends in memory of Horace Terhune Herrick, Jr., Class of 1942, to support lectures on subjects relating to labor, management and productivity.

The Victor S. "Torry" Johnson III '71 Lecture Fund was established in 1987 to bring to the campus alumni, public figures, scholars and others who have distinguished themselves in their respective careers and are recognized leaders in their fields to address a significant aspect of American life and thought.

The Edwin B. Lee Lecture Fund in Asian Studies was established in 1990 by former students and friends of Professor Lee to bring to the College each year a distinguished lecturer in the field of Asian studies.

The Arthur Levitt Endowment Fund was established by Arthur Levitt, Jr., father of Lauri Levitt Friedland, Class of 1981, in memory of Mr. Levitt's father, Arthur Levitt, Sr., to support lectures and other activities coordinated through the Arthur Levitt Public Affairs Center.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's music programs and activities.

The Meyer Student Performance and Activities Fund was established in 2003 by Eugene B. and Melissa Meyer in recognition of their son Nathaniel's rewarding experience at Hamilton as a member of the Class of 2001. The fund provides support for non-academic, co-curricular events and activities.

The John Ripley Myers Lecture Fund was established in 1912 by Mary H. Myers in memory of her son, John Ripley Myers, Class of 1887, to support annual lectures in areas not covered by the curriculum.

The James S. Plant Distinguished Scientist Lecture Series was established in 1987 through a bequest from Dr. Plant, Class of 1912 and an eminent child psychiatrist, to bring to the campus outstanding scientists as guest lecturers.

The James T. and Laura C. Rhind Arts Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

The William Roehrick Emerson Gallery Lecture Fund was established in 1988 in honor of William G. Roehrick, Class of 1934, to support annual lectures by distinguished scholars in the fine arts.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

The John Rybash Memorial Psychology Lecture Fund, established in memory of John Rybash, professor of psychology at Hamilton, is designed to support a lecture by a prominent speaker in the field of psychology.

The Sacerdote Family Lecture and Performance Fund was established by Mr. and Mrs. Peter M. Sacerdote, along with their son Alexander Sacerdote, Class of 1994, to support one or more Sacerdote Great Names Series at Hamilton programs each year. Annual lectures or performances will be given by individuals of national or international renown in any field.

The Reverend Alexander Thompson Memorial Lecture Fund was established through a bequest from Luranah H. Thompson in memory of her husband, the Reverend Alexander Thompson, Class of 1906, to support an annual lecture.

The Winton Tolles Lecture Series was established in 1991 by members of the Class of 1951 in memory of Winton Tolles, Class of 1928, and dean of the College from 1947 to 1972. It brings to the campus distinguished writers in the fields of literature, journalism and theatre to lecture and meet with students.

The Chauncey S. Truax Memorial Fund was established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875, to bring to the College distinguished guest lecturers and visiting scholars in the field of philosophy.

The Arthur Coleman Tuggle Lecture Fund was established by Clyde C. Tuggle, Class of 1984, in memory of his father. This fund supports lectures related to current ethical issues by preeminent individuals in the public policy arena.

The Winslow Lecture Fund was established through a bequest from William Copley Winslow, Class of 1862, to support lectures on classical archaeology.

The Frank H. Wood Memorial Lecture Fund was established by alumni and friends in memory of Frank Hoyt Wood, who was for many years a professor of political science at Hamilton, to support lectures in history, political science or matters of current general interest.

Athletic Programs and Facilities

Athletic Facilities

Hamilton has a tradition of continually expanding and improving its athletic facilities.

The Margaret Bundy Scott Field House, a 55,000-square-foot multipurpose athletic structure, houses three regulation-size basketball courts and can seat 2,000 spectators. Removable wood parquet flooring is installed for varsity basketball games. The facility also features a six-lane, 200-meter urethane running track and indoor courts for tennis and volleyball. The surface can also accommodate practices for outdoor varsity sports during inclement weather. The Little Squash Center, featuring 10 regulation-size squash courts, including two with exhibition gallery seating, was built along the north wall of the field house in 2006.

Connecting with the field house are several additional facilities, including the Alumni Gymnasium containing a basketball court, four squash courts and two weight rooms; the Russell Sage Hockey Rink, the nation's oldest college indoor hockey facility renovated in 1993; and the William M. Bristol, Jr. Swimming Pool, completed in 1988. An eight-lane "stretch" pool with a movable bulkhead permitting division into a diving area and a swimming area, it frequently serves as the host site for regional competitions. Opened in 2006, the newest addition to the Athletic Center complex is the Charlean and Wayland Blood Fitness and Dance Center, which houses a dance studio, a multi-purpose exercise room, a climbing wall and a cardio fitness and weightlifting area. The fitness center connects to the rest of the athletic facilities via an underground tunnel.

Adjacent to the Athletic Center are the nine recently refurbished Gray Tennis Courts; the Royce Baseball Field, featuring new dugouts and improved bullpen areas; the recently renovated softball field; and Steuben Field, the 2,500-seat football stadium. Directly behind the stadium is the William D. Love Field, which also encompasses the newly resurfaced 400-meter Walter H. Pritchard Track. Love Field, resodded in 2000, hosts soccer action. The newest of the Hamilton playing fields is an all-weather artificial turf field built in 2000. Located adjacent to campus, it is the home of field hockey and men's and women's lacrosse.

The Tompkins Golf Course is a nine-hole, 2,761-yard, par 35 course immediately adjacent to campus. There is no admission charged to students, who also use the course during the winter months for cross country skiing.

A gift from the Class of 1996, the Mark Cox Memorial Challenge Course, located in the Kirkland Glen, contains more than a half dozen high ropes challenges. The course is open to all members of the Hamilton community and is administered by the College's full-time adventure program coordinator. A series of high ropes initiatives are also located in the field house.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a five-fold program in athletics: recreational play, instruction in physical education, intramural competition, and club and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge but also the enjoyment of physical activity and the attainment of skills that will provide lifelong satisfaction.

Physical Education (See "Courses of Instruction.")

Intramural Activities

The intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Department of Physical Education and a departmental advisor. The program is especially designed to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate calibre. Sports offered include soccer, football, volleyball, racquetball, golf, basketball, ice hockey, squash, kickball, beach volleyball, softball, tennis and indoor soccer.

Intercollegiate Athletics

The College is committed to a representative and competitive intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in baseball, basketball, crew, cross country, football, golf, ice hockey, lacrosse, soccer, squash, swimming, tennis and track (winter/spring); and women's varsity teams in basketball, crew, cross country, field hockey, ice hockey, lacrosse, soccer, softball, squash, swimming, tennis, track (winter/spring) and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Liberty League (LL) and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan and Williams. The other members of the LL are Clarkson, Hobart/William Smith, Rensselaer, Rochester, Skidmore, St. Lawrence, Union and Vassar. Both conferences balance athletic involvement with high academic standards.

Club Sports

The Physical Education Department supports the following club programs: the Bicycle Co-op, dance teams, equestrian, fencing, martial arts, nordic skiing, men's and women's rugby, sailing, ski racing, table tennis and ultimate frisbee.

Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced.

To assure the maximum effectiveness in teaching, it is sometimes necessary to place limits on the enrollment in courses. Some courses have enrollment limits because of limited laboratory or studio space. Others have limits to enable instructors to incorporate additional papers and examinations, small group discussions or special projects. A writing-intensive course, for example, is normally limited to 20 students; a seminar is normally limited to 12; and a proseminar is limited to 16. Most other courses are limited to 40 students. Enrollment limits mean that a student might not always be able to take a course that he or she wishes to take.

Unless otherwise indicated, the following priorities will apply in the determination of entrance into courses limited in enrollment.

For 100-level courses, priority shall be given to first-year students, sophomores, juniors and then seniors. (Seniors must have the permission of the departmental chair in order to enroll in a 100-level course.)

For 200-level courses, priority shall be given to sophomores, first-year students, juniors and then seniors.

For 300- and 400-level courses that are not required for the student's concentration, priority shall be given to seniors, juniors, sophomores and then first-year students.

For 300- and 400-level courses that are required for the student's concentration, priority shall be given first to concentrators, and then non-concentrators of the more advanced class.

The term in which the course will be offered is indicated by the letter immediately following the course number: F for fall semester and S for spring semester.

F,S designates a course offered in both fall and spring semesters. Su designates a course comprising a summer field trip.

Courses with bracketed numbers will not be offered during 2006-07. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F,S) following a name indicate terms of leave or off-campus teaching. The following letters denote faculty members who are teaching in the following programs: ACC (Associated Colleges in China); AYS (Academic Year in Spain); DC (Term in Washington); JYF (Junior Year in France); MFE (Mellon Faculty Exchange); NYC (New York City Program).

For the most up-to-date listing of courses, consult www.hamilton.edu/applications/catalogue/

Advanced Placement Policies

In order to receive AP credit, a student must take a departmentally approved Hamilton course and pass with the minimum grade stipulated by the department. Students must take one of the courses listed below as their first course in the department, unless otherwise designated. A student may not receive credit toward a degree solely on the basis of a score on an Advanced Placement test.

ART

General, Drawing and Art 2D Design: Students having obtained a 4 or 5 will receive 1 credit upon completion of ART 104 or 160 with a minimum grade of a B in the course.

ART HISTORY

Students having obtained a 4 or 5 will receive 1 credit upon completion of ARTH 151, 152, 154 or any 200-level Art History course with a minimum grade of a B in the course.

BIOLOGY

Students having obtained a score of 4 or 5 on the Biology AP exam will receive 1 credit after placement in and completion of a course beyond Bio 110 with a minimum grade of C- or better in that course. The credit is for exemption from an introductory semester of college-level biology.

CHINESE

Students having passed the beginners placement exam in Chinese will be placed in Chinese 130. Students having passed the advanced Chinese placement exam will be placed in Chinese 200. There is also an oral exam to make sure the students can be placed at higher levels.

CHEMISTRY

Students having obtained a 4 or 5 will receive 1 credit upon completion of CHEM 125 and/or 190 with a minimum grade of a C- in the course(s).

COMPARATIVE LITERATURE

Students having obtained a 5 on the English Literature and Composition AP exam will receive 1 semester credit (not toward the concentration) for completing any comparative literature course with a B- or better, with the following limitation: Students who receive and AP credit in English may not also receive an AP credit in comparative literature.

COMPUTER SCIENCE

Computer Science A: Students having obtained a 4 or 5 will receive 1 credit upon completion of CPSCI 111 with a minimum grade of a C in the course.

Computer Science AB: Students having obtained a 4 or 5 will receive 2 credits for CPSCI 110 and 111 upon completion of CPSCI 210 or 220 with a minimum grade of a C in the course.

ECONOMICS AND PUBLIC POLICY

Issues in Macro: Students having obtained a 5 will receive 1 credit upon completion of ECON 285 with a minimum grade of a B- in the course.

Issues in Micro: Students having obtained a 5 will receive 1 credit upon completion of ECON 275 with a minimum grade of a B- in the course.

ENGLISH LITERATURE AND LANGUAGE

Recipients of scores of 4 or 5 on either or both of the AP examinations in English may place directly into one of several 200-level courses. This fall, the 200-level courses include 204, 206, 221, 222 and 266. Spring courses include 204, 205, 225 and 256.

AP 5 students who place directly into a 200-level course and who earn a final grade of B- or higher will receive two course credits. AP 4 students are eligible for placement at the 200-level but not for an additional credit. AP 5 students who choose to take 150 will not receive the additional credit, even if they take a 200-level course after 150.

Students with AP scores of 4 or 5 who choose not to take 150 must take 204 before they may enroll in 215.

FRENCH LITERATURE/LANGUAGE

Students having obtained a 4 or 5 will receive 1 credit upon completion of a 200-level French course with a minimum grade of a B- in the course.

GERMAN

Students having obtained a 4 or 5 will receive 1 credit upon completion of a 200-level German course with a minimum grade of a C- in the course.

GOVERNMENT AND WORLD POLITICS

United States: Students with scores of 4 or 5 may enter any 200-level American politics course without taking the prerequisite. Upon completion of the 200-level course with a grade of B or better, the student will receive one additional credit for government.

Comparative: Students with scores of 4 or 5 may enter any 200-level comparative politics course without taking the prerequisite. Upon completion of the 200-level course with a grade of B or better, the student will receive one additional credit for government or world politics.

HISTORY

U.S. and European: Students having obtained a 4 or 5 on either exam will receive 1 semester credit toward general requirements (not toward the concentration) for completing a 100-level history course with a minimum grade of a C- in the course.

HUMAN GEOGRAPHY

Students having obtained a 4 or 5 on the advanced placement exam will receive 1 credit upon successful completion of ANTHR 113 or 114 with a minimum grade of B- or better.

LATIN/LITERATURE AND VERGIL

Students having obtained a 4 or 5 in AP Latin Literature or Vergil will receive 1 credit upon completion of LATIN 390 with a minimum grade of B- in the course. Students having obtained a 3 will receive 1 credit upon completion of LATIN 210 with a minimum grade of B- in the course.

MATHEMATICS

Contact the math department.

MUSIC THEORY

Students who receive a 5 on the AP exam in Music Theory are placed in MUS 209 and will receive 1 advanced placement credit upon completion of MUS 209 with a minimum grade of B in the course.

PHYSICS

Physics B (Non-Calculus): Students having obtained a 4 in AP Physics B will receive 1 credit upon successful completion of PHYS 100 (for pre-meds and other science majors) and PHYS 190 (for physics and chemistry majors). Another physics course may be substituted for 100 or 190 with permission of the department chair. Students having obtained a 5 in AP Physics will receive 1 credit upon successful completion of a physics course and should consult with the department about placement.

Physics C (Calculus based): Mechanics only: Students having obtained a 4 in AP Mechanics will receive 1 credit upon successful completion of PHYS 190. Students having obtained a 5 in AP Physics C will receive 1 credit upon successful completion of any physics course and should consult with the department about placement.

E&M only: Students having obtained a 4 in AP E&M will receive 1 credit upon successful completion of PHYS 195. Students having obtained a 5 in AP Physics C will receive 1 credit upon successful completion of a physics course.

Both Mechanics and E&M: Students having obtained 4's in both Mechanics and E&M will receive 2 credits upon successful completion of PHYS 290 and consult with the department about placement. Students having obtained a 4 and 5 in Mechanics and E&M will receive 1 credit upon successful completion of a physics course and another upon successful completion of PHYS 290. Students having obtained 5's in both Mechanics and E&M will receive 2 credits upon successful completion of a physics course (starting with 290 is recommended).

PSYCHOLOGY

Students having obtained a 4 or 5 in AP Psychology may elect any 200-level course that has introductory psychology as a prerequisite. Students with a 4 are advised to discuss their plans with the department chair as many find it worthwhile to reinforce their foundation of psychological knowledge by electing introductory.

SPANISH LITERATURE AND LANGUAGE

Students having obtained a 4 or 5 in AP Spanish Literature or Language will receive 1 credit upon completion of a 200-level Hispanic studies course with a minimum grade of a B- in the course. Placement is based on placement exam. Students may choose to begin with 140 with the consent of the department and still receive AP credit upon completion of a 200-level course.

Africana Studies

Faculty

Shelley P. Haley *(Classics), Chair*
A. Todd Franklin *(Philosophy)* (S)
Joseph E. Mwantuali *(French)*
Tiffany R. Patterson
Nigel Westmaas
Chad L. Williams *(History)* (F,S)

The Africana Studies Program focuses on the historical transformation of African peoples as they spread throughout the Atlantic World and beyond. Central to the program is the exploration of the experiences of African peoples with subjugation and liberation as well as their struggle for self-determination and self-expression.

A concentration in Africana studies consists of 10 courses: 220, 221 or History 141, 301, 381 or 382, one 400-level seminar, 550 and four approved electives. No more than two 100-level courses will be accepted and at least two electives must be at or above the 200 level. Concentrators are encouraged to have a basic working knowledge of an appropriate language other than English. The program will accept study abroad and/or coursework in overseas programs toward the concentration with the approval of the program chair. Before electing a concentration in Africana studies, students must meet with the chair to design a program of study, planning in advance so that they will be able to complete prerequisites for courses counting toward the concentration.

The Senior Program in Africana Studies (550) is an interdisciplinary project culminating in a thesis, performance or exhibition. The project, which must be approved by the director, is to be supervised by faculty member who has taught a course in Africana studies or is on the program committee. Students who have an average of 88 or higher in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program chair.

A minor in Africana studies must include 220, 221, 381 or 382, one 400-level seminar, and one elective.

The following courses may be used by concentrators and minors to fulfill their core and elective requirements. Certain variable topics elective courses from other disciplines not listed may be substituted with permission of the chair. Please consult the appropriate departments and programs for full descriptions of courses, requirements and prerequisites.

101F Introduction to Africana Studies. Examination of the nature, methods and development of black/Africana studies. A comparative and interdisciplinary introduction to the study of African and diaspora cultures and history. Emphasis will be on an exploration of some of the key texts and issues. Westmaas.

111F Contemporary Moral Issues. For full description, see Philosophy 111.

160F,S History of Jazz. For full description, see Music 160.

203F African-American History to 1865. For full description, see History 203.

204S African-American History from 1865 to the Present. For full description, see History 204.

218S Politics of Africa. For full description, see Government 218.

220F Africa and the World. Surveys African civilizations and their relations with the world from the Old Kingdom B.C.E. to 1968. Focus is on the major historical transformations of the continent and Africa's place in world history with emphasis on social and political cultures. Topics include Africa in antiquity, religions, women, slavery and slave trades, colonial rule, protest movements, decolonization and the end of empire. Interdisciplinary materials include documents, epics, historical monographs, political works, biography, novels, ethnography and film. Patterson.

221S Africa in Diaspora. Examines the experience of African people in the Americas, Europe and Africa from the 13th century to 1968. Common themes include slavery and resistance, the return to Africa, the meaning of freedom after emancipation, the struggle of black workers for democracy and a place in civil society, the struggle against empire and imperialism, migration and immigration, race and color ideology, revolution and rebellion, and the struggle for civil liberty. Explores the historical meaning of being black in the Atlantic world and how African people have shaped that meaning as well as how they have been shaped by the historical developments of the past seven centuries. Patterson.

222F Race, Gender and Culture. For full description, see Philosophy 222.

[230F] Black Internationalism: The Making of Black Political Culture. An examination of the development of a vibrant Black political culture that was transnational in scope and predicated on the shared experiences of people of African descent. Drawing upon the networks of communication created by the spread of ideas, news and rumor during the slave revolts in the Caribbean at the end of the 18th century, as well as writings that included novels, political tracts, speeches, newspapers and magazines in the 19th and 20th centuries. (Writing-intensive.) Prerequisite, 101 or one course in government, history or sociology.

[238S] African-American Theatre. For full description, see Theatre 238.

[242] The Black Self: Identity and Consciousness. For full description, see Philosophy 242.

255S The Marrow of African-American Literature. For full description, see English 255.

259S Studies in Jazz. For full description, see Music 259.

[262S] African-American Popular Music. For full description, see Music 262.

[268F] Race, War and Society in United States History. For full description, see History 268.

278S South Africa, 1652-2004. For full description, see History 278.

301F Knowledge and Method in Global African Studies. The methods of scholars differ from the creative processes of artists, but the knowledge they produce provides disciplinary takes on the same reality. Readings examine exemplary works of scholarship, art, literature, music and film, and focus on the method and/or process by which these works are made. The seminar will also use these works to unravel the nuts and bolts of scholarly writing, citing sources, internal citations and organization. Students will then produce their own writing using at least three of the methods/approaches discussed in the class. Prerequisite, 220, 221 or consent of instructor Maximum enrollment, 12. Patterson.

310F Black Women's Experience in the United States. Examination of the experiences of black women in the United States from 1800-2006. Emphasis placed on the intellectual history of black women. Topics include: the legacy of slavery, the role and influence of religion and the black church, the history of black women's education, the development of black feminism, the roles of and attitudes toward black lesbian and bisexual women, the role and impact of black women in popular culture and music. (Writing-intensive.) Prerequisite, 101 or consent of instructor. (Same as Women's Studies 310.) Haley.

[340] Race and American Democracy. For full description, see Government 340.

[372S] Unraveling Cleopatra. For full description, see Classical Studies 372.

[374F] Ancient Egypt. For full description, see Classical Studies 374.

[376S] Africana Literatures and Critical Discourses. For full description, see English 376.

[378F] African-American Literature Beyond the Edge. For full description, see English 378.

381S Freedom. Examines how slaves developed a political culture that allowed them to define freedom in their terms and to redefine citizenship through social and political upheaval. In so doing they remade their nations after slavery even as they were forced into new forms of unfree labor. Focusing on the United States and the Caribbean, the course centers the lives of ordinary people as well as intellectuals and political leaders. Included also is a discussion of the rise of new slaveries in Africa and the intersection of emancipation and imperialism on the eve of World War I. (Writing-intensive.) Prerequisite, 220, 221 or consent of instructor. Patterson.

[382S] Global African Social Movements. A broad, interdisciplinary introduction to global social and political movements in Africa and the Americas over a 200-year period from the Revolutions at the end of the 18th century to the modern political and social movements. Themes include the theories of social movements, their racial and cultural formation, the variations in type and consequence of movements, and the contexts in which they arose. Examples of movements to be studied are the anti-slavery movement, the Pan-Africanist movement, the women's movement and the rise of modern NGOs. (Writing-intensive.) Prerequisite, 101, 220, 221 or consent of the instructor. (Next offered 2007-08.)

[389F] Seminar: African-American Intellectual History. For full description, see History 389.

405S Seminar: Black Feminist Thought. For full description, see Women's Studies 405.

[473/573S] Seminar: Major African Writers. For full description, see English 473.

[474/574S] Seminar: Major African-American Writers. For full description, see English 474.

495F Migrating Carnivals, Consuming the Caribbean and America. People in and from the Caribbean and the Americas have been combining the creation of culture with work and life since their ancestors were brought to the region to work on the plantations. Explores this history with particular emphasis on the post-emancipation history leading up to the present, investigating the complex mobilities of producers and consumers: the interrelations between the economic and cultural products created by people in and from the Caribbean and those consumed by tourists and settlers in the Caribbean and in the world. Open to juniors and seniors only. Concentrators and minors given priority. Maximum enrollment, 12. The Program.

550F,S Senior Program. An interdisciplinary project to be approved by the committee. Limited to senior concentrators. The Program.

Anthropology
360 U.S. Discourses I: Race, Ethnicity and Class

Dance
102 Introduction to Dance Theory, Technique and Culture

French
455 Studies in Francophone Literature: The African Novel

Geosciences
103 Principles of Geoscience: Geology and Human Events in Africa

Hispanic Studies
213 Introduction to U.S. Latino/a Literatures

History
102 Atlantic World in the Era of the Slave Trade
104 Europe and its Empires, 1500–2000
107 In Red, White and Black: Iberian Colonization of the Americas
139 Antislavery and Emancipation in the Atlantic World
242 The Old South
257 Race, Ethnicity and Immigration in the Atlantic World
272 U.S. Latino/a History
350 Slavery and the Civil War
351 Seminar: Race and Popular Culture in the United States
353 Seminar on the Sixties
362 Reconstruction to Jim Crow: The South from 1856 to 1910

Music
154 Music of the World's Peoples

Philosophy
209 Philosophy and Feminism

Psychology
238 Psychology of Racism

Sociology
258 Poverty, Law and the Welfare State
260 Racial and Ethnic Groups: The Sociology of Race and Ethnicity in America

Women's Studies
270 Women and International Development: Power, Politics, Agency
385 Seminar on Theory and Politics of Education
401 Seminar: Theories of Sexuality
402 Seminar on Global Feminisms

American Studies

Faculty
Catherine G. Kodat, *Chair (English)*
Maurice Isserman *(History)* (F)

American Studies Committee
Deborah F. Pokinski *(Art History)*
Richard H. Seager *(Religious Studies)*
Bonnie Urciuoli *(Anthropology)*

The American Studies Program offers students an opportunity to study American culture from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American studies introductory course (201) and the Senior Seminar (420).

Students work closely with faculty members in developing a plan of study that brings at least two disciplinary perspectives to bear on major issues in American culture. The concentration consists of 10 courses. It includes 201, usually taken in the sophomore year, and 420. Concentrators must also take two courses in American literature and two courses in American history. Of the remaining four courses, at least two must be at the 300-level or higher. The departments and programs in Africana Studies, Anthropology, Art History, Economics, Environmental Studies, Government, Hispanic Studies, Music, Philosophy, Religious Studies, Sociology, Theatre and Women's Studies all offer courses on issues pertinent to American studies. No 100-level courses may count toward the concentration. There is no minor in American studies.

Concentrators with a grade point average in the program of 90 or higher at the end of their junior year may, on approval, pursue an honors project in their senior year (550) under the direct supervision of a faculty member. To earn honors in American studies, students must maintain a grade point average of 90 or above in their coursework and earn a grade of A- or higher in 550.

Required courses:

201F Introduction to American Studies. An interdisciplinary approach to the study of the history and culture of the United States. Close examination of recurring themes such as the frontier, immigration and citizenship. (Writing-intensive.) Prerequisite, one 100-level history course and English 150 or equivalent. Kodat.

[420S] Seminar in American Studies. Prerequisite, 201 or consent of instructor. (Next offered 2007-08.)

550S Honors Thesis. Independent study required for honors candidates, culminating in a thesis. The Program.

U.S. Literature

either

English
256 American Literature of the 19th Century
or
266 The Emergence of U.S. Modernisms

plus one other approved course in American literature

U.S. History

choose one option from among

History

241 American Colonial History
251 Nineteenth-Century America
254 Recent American History: The United States, 1941 to the Present

plus one other approved course in American history

The required four elective courses are chosen in consultation with the advisor.

Anthropology

Faculty

George T. Jones, *Chair*
Charlotte Beck
Haeng-ja Sachiko Chung
Chaise LaDousa
Douglas A. Raybeck (F,S)
Henry J. Rutz (F,S)
Bonnie Urciuoli
Chris Vasantkumar

The department offers two tracks within the concentration of anthropology: cultural anthropology and archaeology. A student must choose one of these two tracks.

Cultural Anthropology

A track in cultural anthropology consists of a minimum of 10 courses: 106; 113, 114 or 115; 125, 126, 127 or 201; 358; 440; and five other courses, one of which must focus on a culture area. Prospective concentrators are encouraged to take 358 as early as possible because it must be completed by the end of the junior year. All concentrators, especially those planning graduate studies, are advised to take a course in statistics. Concentrators must fulfill their Senior Project requirement through satisfactory completion of the Senior Seminar (440), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper. Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the thesis.

Archaeology

A track in archaeology consists of a minimum of 10 courses: 113, 114, 115, 125, 126 or 127, and 106, 325, 358, 441 and five other courses, one of which must be 243, 245 or 249. Additionally, students are strongly encouraged to take the field course (280), as well as a statistics course and courses in geology, biology or chemistry. Prospective concentrators are encouraged to take 325 and 358 as early as possible because both must be completed by the end of the junior year. Concentrators must fulfill their senior project requirements through satisfactory completion of the Senior Seminar (441), which emphasizes the critical evaluation of scholarship as well as primary data culminating in a research paper. Concentrators with a departmental average of 88 or higher at the close of their senior fall semester and a B+ or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the department. To receive honors, a grade of A- or higher must be earned on the thesis.

Minor in Anthropology

A minor in anthropology consists of five courses, one of which must be at the 100 level and one of which must be at the 300 level. A student may elect to take one each from 106 and 113, 114, 115, 125, 126 or 127 as two of their five courses. Note to juniors and seniors: The following Anthropology Department courses have no prerequisite: 201 and 225. In addition, prerequisites may be waived with consent of instructor for 243, 249, 270, 315, 360 and 361.

106F,S Principles of Archaeology. An introduction to the fundamentals of archaeology, with emphasis on evolutionary principles. Topics include a review of archaeological field methods such as sampling, survey and excavation, and analytic methods such as dating, typology and formation processes. Three hours of class and one hour of laboratory. Maximum enrollment, 24. Beck.

113F Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior and belief systems. Anthropological methods of analysis of nonliterate, peasant and complex contemporary societies. Not open to seniors or to students who have taken 114. The Department.

114S Fieldwork and Ethnography. Cultural dynamics on global, national and local scales. Topics include the fieldwork tradition and ethnography (cultural encounters and problems of cultural translation), basic cultural practices (classifications, symbols and functions), cultural systems (kinship, ethnicity, class, caste, race and gender) and cultural dynamics (problems in the political economy of culture, including identity formation, historical memory, hegemonic power, indigenity). (Proseminar.) Not open to students who have taken 113. The Department.

126F Language and Sociolinguistics. Fundamental linguistic principles (phonetics and phonology, grammar and syntax, lexicon), language change processes and linguistic manifestations of social structure such as race, class, gender. Not open to seniors or to students who have taken 125 or 127. Urciuoli.

127S Introduction to Linguistic Anthropology. Fundamental linguistic principles (phonetics and phonology, grammar and syntax, lexicon), the ethnography of communication and the relation of language to cultural principles and practices. Not open to seniors or to students who have taken 125 or 126. Urciuoli.

179F Introduction to Indigenous Spirituality and Religion. For full description, see Religious Studies 179.

[201F] Linguistic Theory: A Brief History. A general examination of the nature of language. Topics include the history of ideas about language; philosophical and cognitive aspects of language; structural and generative approaches to the analysis of language. Prerequisite, 125, 126, 127 or consent of instructor.

[205S] Issues in Japanese Language. For full description, see East Asian Languages and Literatures 205.

210F The Archaeology of Cultural Collapse. Jared Diamond's book *Collapse* addresses five factors he sees as important in the collapse of both prehistoric and historic cultures throughout the world. Examines the archaeological evidence for such calamities, focusing first on the five factors and how they appear to be operative in present-day and historical societies, for which we have written records, and then on a number of prehistoric societies, for which only archaeological data exist. Prerequisite, 106 or consent of instructor. Maximum enrollment, 24. Beck.

214F Race, Culture and Ethnicity. Emergence of "race," "ethnicity" and "culture" as terms and associated concepts from history of colonial relations and in 20th century anthropological thought. History and development of interrelation among terms and concepts with attention to historical and cross-cultural contexts, including space, class and gender, cultural racism in contemporary Europe, diversity and multiculturalism in contemporary United States, and additional cases elsewhere in the world. Prerequisite, one course in anthropology. Vasantkumar.

216F Sex, Work and Emotional Labor. Introduces the theoretical notions "sex work" and "emotional labor" (managing emotion of self and others), examines lives of sex workers and emotional laborers in-depth, and investigates intersections of sex work and emotional labor, using case studies in Asia, America and elsewhere. Emphasizes critical analyses of the historical, structural and social contexts in which such workers are situated, paying special attention to race/ethnicity, gender and class. Prerequisite, one course in anthropology, History/Asian Studies 180, Women's Studies 101 or consent of instructor. (Same as Women's Studies 216.) Chung.

[225S] Phonetics and Phonology: The Analysis of Sound. How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organization of field projects: data collection, transcription analysis.

[226S] Political Organizations. Analyzes the organization of power and politics in increasing degrees of organizational complexity, from bands, lineages, tribes and temples, to chiefdoms, kingdoms, states and transnational organizations. Topics include power, authority, leadership, hierarchy, reciprocity, redistribution and violence. (Writing-intensive.) Prerequisite, 106, 113 or 114.

232F Comparative Ethnographic Study of Asia. Explores similarities and differences within Asia through ethnographic research in such countries as Japan and Korea. Examines effects of sexuality, gender, class, citizenship and ethnicity on people's daily lives; impact of post-colonialism and post-cold war social orders on human relationships; influence of hegemonic apparatuses on people to "perform" certain roles versus people's capacity to maintain their integrities. Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor. Chung.

243S North American Prehistory. The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies. Prerequisite, 106 or consent of instructor. The Department.

245S Human Ancestors. A review of the biological and cultural evolution of humans. Topics include human uniqueness, race and biological diversity, the earliest humans in Africa, radiations of fossil and modern humans. Includes laboratory. Prerequisite, 106, Biology 110, or Geosciences 103 or 105. Jones.

248F Peoples of China. What does it mean to be Chinese? Examines Chineseness across a range of issues (language, territory, ethnicity/nationality, culture) and contexts (legacies of imperial period, ethnic diversity in People's Republic of China, overseas Chinese populations in SE Asia, contemporary popular culture in Hong Kong and Taiwan). Central question: Is there a shared element of "Chineseness" across regional, linguistic, international, historical differences? Prerequisite, one course in anthropology, History/Asian Studies 180 or consent of instructor. Vasantkumar.

[249S] The Archaeology of Continental Discovery. Explores the social, organizational and environmental consequences of initial human colonization of unoccupied landscapes. Examined through case studies, including initial colonization of Australia and North America, and the voyaging expansion of people across Pacific islands. Also addresses the consequences of European "rediscovery" of these areas for native peoples and environment. Prerequisite, 106 or consent of instructor.

252S Religion, Power and Culture: An Anthropological Approach. For full description, see Religious Studies 252.

[270F] The Ethnography of Communication. Theory and analysis of communication and meaning in social and cultural context. (Writing-intensive.) Prerequisite, 113, 114, 115, 125, 126, 127 or 201, or Communication 101 or consent of instructor.

280Su Archaeological Field Course. A six-week introduction to archaeological field methods. Excavation, survey and mapping of prehistoric hunter-gatherer sites in basin and upland habitats of the central Nevada desert. Prerequisite, 106, with preference to students who have also taken 243. Extra cost. Two-credit course, of which one may be counted toward the concentration. Beck and Jones.

[295F] Problems and Issues in Cultural Conflict and Pluralism. Analysis of the growing political significance and economic importance of culture in intra-national, transnational and regional conflicts in an era of globalization. Issues include culture as commodity, property, identity, heritage, value and capital. Prerequisite, 113, 114, 125, 126 or 127, or consent of the instructor.

302S Seminar in Linguistic Semiotics. Focused examination of the nature of meaning as constituted through the formal structures of language (grammatical and semantic) and its pragmatic (social) functions. Strong emphasis on data-oriented

analyses. Specific topics may include grammatical classification, comparative morphology, diachronic (historical and sociolinguistic) issues, the relation of discursive process to grammatical formation. Prerequisite, 125, 126, 127, 201, 270 or consent of instructor. Urciuoli.

[315S] Writing Culture. History and analysis of ethnographic writing with particular attention to the politics of description. (Writing-intensive.) Prerequisite, 113, 114, 125, 126, 127 or consent of instructor.

322F Topics in Indigenous Studies: Contemporary Haudenosaunee Ethnohistory. For full description, see Religious Studies 322.

325F Analytic Methods in Archaeology. A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, computer-aided data management and statistical analysis. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 106. Maximum enrollment, 8. Jones.

334S Method and Theory in Archaeology. An examination of the historical development of modern methodological and theoretical approaches and problems in American archaeology. Space-time frameworks, typology, form and function, research design, evolutionary, ecological and behavioral theory. Prerequisite, 106. The Department.

358F History of Anthropological Ideas. A consideration of major paradigms in anthropology from the 19th century to the present. The influence of various theoretical perspectives on ethnographic and archaeological description and analysis. (Writing-intensive.) Prerequisite, 106, 113, 114, 125, 126 or 127. Maximum enrollment, 24. Jones and Urciuoli.

[360F] U.S. Discourses I: Race, Ethnicity and Class. An analysis of legal, scientific, commemorative and media public discourses that connect ideas about U.S. identity and citizenship with race, ethnicity and class. Prerequisite, 113, 114, 115, 125, 126, 127 or consent of instructor.

[361S] U.S. Discourses II: Science, Technology and Gender. An analysis of public representations of technology and science as these relate ideas about gender to ideas about being American. Prerequisite, 113, 114, 115, 125, 126, 127 or consent of instructor.

440F Senior Seminar in Cultural Anthropology. The research process as it relates to the fulfillment of the senior project, including the formulation of a research problem, frames for research, research design, collection of data and cultural analysis. Rutz.

441F Senior Seminar in Archaeology. Critical evaluation of selected topics in archaeology. Primary research, culminating in a paper for fulfillment of the senior project. Beck.

450S Senior Project in Cultural Anthropology. For students continuing their senior projects in cultural anthropology for a second semester but who are not pursuing honors. Continuation of participation in 440. The Department.

451S Senior Project in Archaeology. For students continuing their senior projects in archaeology for a second semester but who are not pursuing honors. Continuation of participation in 441. The Department.

453S Seminar: Indigenous Art, Image and Imaginaire. For full description, see Religious Studies 453.

560S Honors Thesis. A thesis supervised by at least one member of the department. Continuation of participation in 440 or 441. The Department.

Art

Faculty

L. Ella Gant, *Chair*
Sylvia de Swaan
Robert B. Muirhead III
Rebecca Murtaugh
William Salzillo

A concentration in art consists of 104; two courses in the Department of Art History, one of which must be pre-1900 or non-European; and seven additional art courses, including one in each of the following areas:

1) Painting and Printmaking

2) Ceramics and Sculpture

3) Photography and Video

and a minimum of one 300-level (workshop) course, and the two-semester Senior Project (501-502), or 501 and one additional 300-level workshop. Students must complete a 300-level course in the same area as their senior project before the end of the junior year.

All senior concentrators are required to register for the Senior Project in the fall of their final year. Based on a review by the studio faculty of work done in this course, students who have demonstrated their ability to work independently will be offered the opportunity to compete for honors by registering for an additional semester of Senior Project work with the goal of preparing material for public exhibition at the end of the spring term. Other concentrators will complete an additional 300-level course in studio art.

Honors in art will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished performance in the Senior Project. A complete description of the Senior Project is available in List 111.

Students interested in studying abroad should consult with a member of the department as soon as possible. Concentrators will need to consider the most appropriate means of integrating study abroad with preparation for their Senior Project.

A minor in art consists of 104, one art history course and three additional art courses.

104F,S Introduction to Drawing. Study of the basic elements of drawing, including line, texture, mass and composition. Students work from the model during class time, do outside assignments and participate in group criticism. Maximum enrollment, 25. The Department.

105F,S Design. Introduction to the visual language in two and three dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Maximum enrollment, 25. Muirhead or Salzillo.

106F,S Introduction to Ceramics. Introduction to three-dimensional design concepts related to ceramics. Emphasis on a series of projects, followed by group criticism and technical aspects of ceramics. Not open to seniors. Maximum enrollment, 18. Murtaugh.

109F Introduction to Sculpture. Basic methods in dealing with problems of form, technique and concept. Explores sculptural possibilities of traditional and non-traditional materials and techniques. Group critiques. Not open to seniors. Maximum enrollment, 10. Murtaugh.

113F,S Introduction to Photography. Fundamentals of 35mm photography, black-and-white film processing, print enlargement and development. Exploration of development and control of technical skills, and understanding of standards within the

field of photography. Emphasis on use of camera as a tool for creative exploration. Must have own 35mm camera with manual settings. Not open to seniors. Maximum enrollment, 15. The Department.

160F Figure Drawing. Application of basic drawing principles to the representation of the human figure, with emphasis on anatomy and proportion. Examination of related topics such as the figure in the environment and portraiture. Maximum enrollment, 20. Salzillo.

203F,S Introduction to Painting. Introduction to the study of the methods and techniques of oil painting, with emphasis on still-life, figures and landscape. Not open to seniors. Maximum enrollment, 15. Muirhead or Salzillo.

213S Introduction to Video. Exploration of traditional and non-traditional uses for video. Emphasis on developing ideas and conveying meaning through video work. Fundamentals of camera and editing for videography. Introduction to theory and history of experimental video. Not open to seniors. Maximum enrollment, 12. Gant.

233F,S Introduction to Printmaking. Introduction to the basic principles and techniques of printmaking as traditionally employed in intaglio and stone lithography. Includes brief discussions of the history of printmaking, printing editions, matting, paper conservation and safety. Not open to seniors. Maximum enrollment, 12. Muirhead.

[235F] Intaglio Printmaking. Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May be repeated for credit at increasingly advanced levels. Prerequisite, 104.

302F Advanced Photography. Advanced investigation and study of the creative tools of black-and-white and color photography. Continued exploration of personal vision with emphasis on social and cultural contexts for photography. May repeat for credit at increasingly advanced levels. Prerequisite, 113. Maximum enrollment, 15. The Department.

304S Advanced Painting. Further exploration of concepts and techniques presented in Introduction to Painting with emphasis on landscape and interiors as subject matter. Reinforcement of oil painting skills and introduction to egg tempera and acrylic. Prerequisite, 203. Muirhead or Salzillo.

308S Advanced Sculpture. Advanced study of traditional and non-traditional sculpture materials and techniques. Emphasis on sculpture as a vehicle for communication and significance. Journals, research, field trips, lectures and group critiques. May be repeated for credit at increasingly advanced levels. Prerequisite, 109 or 219. Maximum enrollment, 10. Murtaugh.

311S Advanced Ceramics. Emphasis on personal concepts employing sophisticated ceramic techniques such as moldmaking, slipcasting, decals, sandblasting, carving. Prerequisite, 106. Maximum enrollment, 12. Murtaugh.

313S Advanced Video. Advanced investigation and study of video production. Special topics such as video history, activism, censorship, installation work. Advanced exploration of personal vision with emphasis on social and cultural contexts for video. May repeat for credit at increasingly advanced levels. Prerequisite, 213. Maximum enrollment, 10. Gant.

315S Advanced Drawing/Painting. Advanced problems in drawing and painting. Concepts and material studies related to trompe l'oeil, photographic, nonrepresentational, collage and serial formats. Emphasis on creative interpretation. Prerequisite, 203 or consent of instructor. Maximum enrollment, 12. Muirhead or Salzillo.

350S Critical Theory and Studio Practice. Addresses major themes in art criticism and studio practice from 1970 to the present through the production of mixed-media studio projects, classroom discussion and written assignments. Especially designed for junior concentrators. Maximum enrollment, 16. Prerequisite, one introductory studio course. The Department.

377F Electronic Arts Workshop. For full description, see Music 377.

501F Senior Project I. A required one-semester course for senior concentrators. To be followed by 502 upon successful completion and approval of the senior project advisor. The Department.

502S Senior Project II. A required one-semester course for senior concentrators working toward honors and the senior exhibition. Prerequisite, 501 and permission of the senior project advisor. The Department.

Art History

Faculty
John C. McEnroe, *Chair*
Rand Carter
Steve J. Goldberg (S)
Scott MacDonald
Deborah F. Pokinski

Special Appointment
Milton Bloch

A concentration in art history consists of nine art history courses and at least one course in studio art. The nine art history courses must include 245, 254 or 258; 282; 285; 292 or 293; one 300-level course; three electives and a seminar taken during either semester of the senior year. A second course in studio art may be counted as one of the electives.

The Senior Project in art history includes an extensive research paper prepared in connection with the senior-year seminar and its oral presentation before the department.

Honors in art history will be awarded on the basis of a cumulative average of 88 or above in coursework toward the concentration and distinguished achievement on the Senior Project.

Students planning to apply for graduate studies in the history of art are advised to acquire or consolidate a fluency in two foreign languages. Students interested in preparing for a professional school of architecture should consult with Professor Carter as early as possible.

A minor in art history consists of one course in studio art and four courses in art history, including at least one pre-modern or Asian course.

120F Introduction to the History and Theory of Film. A general introduction to the wide world of cinema and cinema studies, focusing on crucial films from many cinematic traditions. Topics include the evolution of film from earlier forms of motion picture, the articulation and exploitation of a narrative language for cinema, the development of typical commercial genres and the appearance of a variety of forms of critical cinema. Focuses on basic film terminology, cinematic apparatus and ongoing theoretical conversation about cinema and its audience. (Same as Comparative Literature 120.) MacDonald.

150F Architecture in History. A critical examination of the development of the designed and built environment from the Paleolithic Period to the Industrial Revolution, with consideration given to urban, social and landscape issues. (Writing-intensive.) Carter.

[151F] Architecture and the Environment. A critical and historical introduction to the study of human intervention in the environment, considering such issues as the alleviation of biological and psychological stress through architectural design, social purpose and formal significance. Individual buildings examined in relation to their urban and natural contexts. (Proseminar.) (Offered in alternate years.)

152F,S Proseminar in Art History. An introduction to the roles that art plays in shaping society from ancient times to the present. Discussion and writing assignments focusing on topics such as stereotypes, gender roles, propaganda, censorship, popular culture, patronage, museums and the art market. (Writing-intensive.) (Proseminar.) Open to first- and second-year students only. McEnroe and Pokinski.

154F Arts and Cultures of Asia. An introduction to the traditional arts of India, China and Japan. Discussion focusing on the cultural and aesthetic values, religio-philosophical beliefs and historical conditions informing the practice of art and its reception within these cultures. Goldberg.

[236] Outrageous Acts: Avant-Garde Theatre and Performance Art. For a full description, see Theatre 236

245F Hindu, Buddhist and Islamic Arts of India. An introduction to Hindu, Buddhist and Islamic traditions of art and architecture in India, as well as the art and architecture of the colonial and post-colonial periods. Prerequisite, 154 or consent of instructor. Goldberg.

[254F] Courtier, Samurai, Priest and Chonin: The Arts of Japan. A historical examination of the social and aesthetic values and sensibilities expressed in the indigenous arts associated with the court aristocracy, samurai warrior, Zen priest and chonin or townsman. Japanese material culture, including painting, calligraphy, sculpture, architecture, gardens, kimono, ceramics and the tea ceremony. Prerequisite, 154 or consent of instructor. (Next offered 2007-08.)

257F The World of Spanish Art: From the Alhambra to Guernica. For full description, see Hispanic Studies 257.

[258F] Political Power and Cultural Authority: The Arts of China. A historical examination of the ethico-aesthetic, religio-philosophical and socio-political values expressed in the indigenous arts associated with the imperial court, the scholar's studio, the marketplace and the subtle art of dissent. Chinese material culture, including painting, calligraphy, sculpture, ceramics, jade, ritual bronzes, architecture and silk robes. Prerequisite, 154 or consent of instructor. (Next offered 2007-08.)

259F Defining American Art. The role of art and its development in the United States between 1800 and 1950. Topics include the effects of the colonial experience, the search for a national identity, expressions of race, class and gender, the sense of inferiority in relation to European art, popular and vernacular art forms, and debates over public support of the arts. Prerequisite, one course in art history or American history. Pokinski.

261S Classical Art: Inventing the Past. An examination of Mediterranean art from the Bronze Age through the Roman Empire. Special emphasis on the archaeological discovery and reshaping of ancient art by later scholars and the concept of the "classical." (Writing-intensive.) Prerequisite, one course in art history or classics. (Same as Classics 261.) McEnroe.

[266S] Art of the Islamic World. The Near and Middle Eastern origins, the classical inheritance, and the Eastern and Western diffusion of Islamic civilization.

[270S] Visual Culture in the Middle Ages. Visual culture before the "era of art." Topics include the role of images in shaping social order, the holy image and veneration, images and the written word, and how attitudes toward medieval images have changed over time. (Writing-intensive.) Prerequisite, one course in art history or medieval studies.

282S The Renaissance: Reframing the Golden Age. An examination and reevaluation of Renaissance art. Topics include the relations between art and craft, the social functions of art, gender and ethnic stereotypes. McEnroe.

285F Seventeenth-Century Art. The internationalization of Italian Renaissance classicism in the Age of Expansion, beginning with its origins in Rome and continuing with its development in the new artistic capitals of southern, western and northern Europe. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velasquez, Poussin, Vermeer and Jones. Carter.

286S Art in the Age of the Enlightenment. The 18th century in Europe and its overseas dominions seen as a watershed between a rational and an empirical attitude to nature and reality. The rococo, sentimental and picturesque/sublime traditions and their assimilation into neoclassicism. Attention given to the landscape garden and the decorative arts as well as architecture, painting and sculpture. Carter.

[290F] Facing Reality: A History of Documentary Cinema. The history of cinema as representation and interpretation of "reality," focusing on masterworks of nonfiction film and video from a variety of periods and geographic locales. Emphasis on the ways in which nonfiction films can subvert viewers' conventional expectations and their personal security. Forms to be discussed include the city symphony, ethnographic documentary, propaganda, the nature film, direct cinema, cinéma vérité, the compilation film and personal documentary. Not open to first-year students. (Same as Comparative Literature 290.)

[292F] Modern Architecture: 1750 to the Present. The origins of an essentially modern attitude toward architecture during the late 18th century and its development in the 19th and 20th centuries. Prerequisite, 150, 151 or consent of instructor. (Offered in alternate years.)

293F Modernism and Postmodernism. Developments in European and American high art from the beginnings of Modernism through the emergence of Postmodernism at the end of the 20th century. Topics include the effects of shifting social and gender roles on subject matter and audience, the hegemony of formalist aesthetics and avant-gardism, the relationship between art and popular culture, and the role of art institutions. Pokinski.

301S Critical Cinema: A History of Experimental and Avant-Garde Film. A history of alternatives to commercial movies, focusing on surrealist and dadaist film, visual music, psychodrama, direct cinema, the film society movement, personal cinema, the New American Cinema, structuralism, Queer cinema, feminist cinema, minor cinema, recycled cinema and devotional cinema. While conventional entertainment films use the novel, the short story and the stage drama as their primary instigations, experimental and avant-garde films are analogous to music, poetry, painting, sculpture and collage. Not open to first-year students. (Same as Comparative Literature 301.) MacDonald.

319F Text/Image in Cinema. For full description, see Comparative Literature 319.

330F Art Historians and Art History. Changing interpretations of art from the Renaissance to the present: biography, connoisseurship, formalism, iconology, feminist and postmodern theory. (Writing-intensive.) Prerequisite, one 200-level course in art history. McEnroe.

331F,S Introduction to Museum Studies. An introduction to the history of museums, types of museums and the definition of a museum. Explores the practical considerations and problems of museum organization, operation and administration and the proper handling and interpretation of objects, as well as the philosophical basis, professional practices and ethical ramifications of museums and their changing perceptions and obligations in our society. (Writing-intensive.) Prerequisite, one course in art or social sciences. Bloch.

[340S] The Arts of Zen Buddhism. An in-depth investigation of the rich and diverse forms of artistic practice associated with Zen Buddhism, a tradition introduced from India to China in the sixth century and transmitted to Japan at the end of the 12th and beginning of the 13th centuries. Topics include Zen history, doctrine and practice, aesthetics and theory of art, symbols and metaphors, themes and genres of painting, art of writing, architecture and gardens of Zen monasteries. (Writing-intensive.) Prerequisite, 154, 254, 258 or consent of instructor.

[350F] Issues of Gender in Western Art. Topics addressing the role of gender in the production and content of art in the Western tradition. Special attention to the challenges facing women artists, the role of images in constructing and reinforcing gender stereotypes, recent emphasis on the body as an expressive force and the impact of feminist and gender-based scholarship. (Writing-intensive.) Prerequisite, one art history course or consent of instructor. (Offered in alternate years.)

352F Chinese Visual Culture, 1850-Present: From Modernization to Globalization. An in-depth examination of the dramatic developments in Chinese visual culture and the catastrophic historical circumstances that occasioned them. Focus on cultural contact and the susceptibility of contemporary China to Western influence. Discussion and writing assignments on such topics as early Modernist oil painting, commercial advertisements and calendar art, Lu Xun and the modern woodcut movement, socialist realism and propaganda posters, avant-garde movements in the 1980s and cynical realism and political pop after Tiananmen. (Writing-intensive.) Prerequisite, 258 or 293. Goldberg.

359S North American Architecture before the Civil War and the British North America Act. A brief outline of architecture, planning and design in the Americas before Columbus, followed by a fuller discussion of the period of European colonization and the era of political independence. The Canadian experience will be included. Field trips to accessible sites. Prerequisite, 150, 151 or consent of instructor. Carter.

[390S] Seminar: History of Design and the Decorative Arts. Study of style and social function in the arts of design, with special emphasis on furniture and interior design. Student presentations may include such media as ceramics, glass, metalware and textiles. Visits to public and private collections. Prerequisite, 285 or consent of instructor.

[401F] Seminar in East Asian Art. Selected topics in Chinese and Japanese art. (Writing-intensive.) Prerequisite, one course in Asian art history or consent of instructor.

406S Seminar in Modern Art. Topics in modern art and historiography. Prerequisite, 293. Pokinski.

[491S] Seminar in Neo-Classicism. Art around 1800 seen as a watershed between Renaissance Humanism and Modernism. Topics include the reinvesting of old forms with new meanings, the reevaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticization of the past and future. (Writing-intensive.) Prerequisite, 285. (Offered in alternate years.)

Asian Studies

Faculty

Jay G. Williams, *Program Chair (Religious Studies)*
Laura R. Brueck *(Comparative Literature)*
Haeng-ja Sachiko Chung *(Anthropology)*
Hye Seung Chung *(Comparative Literature)*
Steve J. Goldberg *(Art History)* (S)
Hong Gang Jin *(Chinese)*
Masaaki Kamiya *(Japanese)* (F,S)
Craig T. Latrell *(Theatre)*
Cheng Li *(Government)* (F,S)
Kyoko Omori *(Japanese)* (F,S)
Melek S. Ortabasi *(Comparative Literature)* (F,S)
Lisa N. Trivedi *(History)*
Chris Vasantkumar *(Anthropology)*
Thomas A. Wilson *(History)* (F,S)
De Bao Xu *(Chinese)*
Steven Yao *(English)* (F,S)

The Asian Studies Program offers a multidisciplinary approach to the study of the cultures, languages and societies of Asia, including those of China, India, Japan and Indonesia. A concentration in Asian studies consists of nine courses distributed among at least three departments. These courses should be selected according to the four requirements listed below. Honors in Asian studies will be awarded to concentrators with at least an 88 average in the concentration and who complete 550 with a grade of at least A-.

A minor in Asian studies consists of five courses, including 180 and four electives approved by the program chair. The four requirements for a concentration in Asian studies are as follows:

1. **180S Exploring Culture in the Great Cities of Asia.**
2. **Asian Language:** The completion of Chinese 140, Japanese 140 or an equivalent course offered through Critical Languages. Students, in consultation with the program chair, may also fulfill this requirement through appropriate language study abroad or through an intensive summer program.
3. **Core Courses:** In consultation with the program chair, students design their concentration through the completion of six courses. For each requirement below, courses are chosen from at least two departments. Besides Asian Studies 180, one other 100-level course may be counted toward the concentration.

   a) Two 200-level courses devoted to a particular country: one "Culture and History" course marked by * and one "Society and Politics" course marked by #;

   b) Four courses with a primary focus either on one Asian country (China, Japan or India) or on a theme or problem in several Asian countries (for instance, gender and sexuality; visual and performing arts; religious belief and practice; politics and nationhood; language, literature and film. Note that courses for this thematic approach should be chosen with the guidance of a faculty advisor); two of these should be courses at the 300 level or above, and should be in different departments.
4. **550F,S Senior Project.**

180S Exploring Culture in the Great Cities of Asia. A comparative, interdisciplinary exploration of Asian cultures through a study of cities in China, India and Japan from early times to the 21st century. An examination of the history and geography of greater Asia, its diverse people and their philosophical, religious and literary traditions; their commercial practices; and their arts. (Writing-intensive) (Same as History 180.) The Program.

550F,S Senior Project. Concentrators normally work with two members of the Asian Studies Program Committee to develop an extensive, culminating project. Prior to the semester of the senior project, students are expected to attain methodological sophistication in at least one discipline by completing upper-level course work in that

area. Concentrators meet together throughout the semester to discuss the projects and present preliminary and final results to their peers. (Writing-intensive). Prerequisite, at least one Asian studies course offered at the 300 level or above. The Program.

Among the courses in Asian studies currently offered are the following:

Anthropology
232 Comparative Ethnographic Study of Asia #
248 Peoples of China #

Art History
154 Arts and Cultures of Asia
245 Hindu, Buddhist and Islamic Arts of India *
254 Courtier, Samurai, Priest and Chonin: The Arts of Japan *
258 Political Power and Cultural Authority: The Arts of China *
266 Art of the Islamic World
340 The Arts of Zen Buddhism
352 Chinese Visual Culture, 1850-Present: From Modernization to Globalization
401 Seminar in East Asian Art

Comparative Literature
135 Living Indian Epics
203 Contemporary East Asian Cinema *
209 Postcolonial Literature of South Asia *
221 Noblewoman, Warrior, Monk and Merchant: Premodern Japanese Literature *
254 Asians in American Film and Television
263 Deconstructing Orientalism: Representations of Japan in Popular Culture *
277 Literary Rebels: Modern Women of Japan #
308 Stray Bullets and Sassy Girls: A History of Korean Cinema
314 Caste in Indian Society and Literature
356 Japanese Film

East Asian Languages and Literatures - Chinese
150 Introduction to Chinese Culture, Society and Language
200 Advanced Chinese I
205 Contemporary Chinese Cinema
210 History of Modern Chinese Literature *
215 Chinese Literature in Translation *
220 Advanced Chinese II
230 Translation Workshop
238 China's Greatest Novel
320 Chinese Press and Television
360 Readings in Modern Chinese Literature
400 The Changing Face of China
420 Selected Readings in China's Post-Cultural Revolution Literature
430 Masterpieces of Chinese Literature
445 Classical Chinese Language and Culture
490 Advanced Readings in Chinese Literature, History and Philosophy

East Asian Languages and Literatures - Japanese
150 Introduction to Japanese Culture and Language
200-220 Advanced Japanese
205 Issues in Japanese Language
221 Noblewoman, Warrior, Monk and Merchant: Premodern Japanese Literature
235 Love, Family and Loneliness in Modern Japanese Literature *
239 Modern Life and War in Japanese Literature

East Asian Languages and Literatures – Japanese (continued)

263 Deconstructing Orientalism: Representations of Japan in Popular Culture
401 Readings in Japanese
402 Conversational Japanese

Government

209 Politics in Japan #
211 Politics in China #
295 U.S.-China Relations
319 Seminar: Sino-American Relations: Drivers, Implications and Policy Responses
339 East Asian International Relations

History

180 Exploring Culture in the Great Cities of Asia
235 Women in Modern Asia
239 The Making of Modern India, 1526-1947 *
247 "Cracking India:" Historical and Literary Perspectives on Partition
270 Emperor, Courtier and Samurai in Early Japan *
285 Modernity and Nationhood in China #
305 Nomads, Conquerors and Trade: Central and Inner Asia
333 Philosophical Masters of Ancient China
337 Seminar in Chinese Intellectual History: Confucianism
338 Seminar: Heroes and Bandits in Chinese History and Fiction
375 Gandhi: His Life and Times

Religious Studies

105 Origins
208 The Dao and Its Power *
305 The World of Zen
315 Islamic Thought
425 Seminar in Mahayana Buddhism

Theatre

255 Asian Theatre: The Exotic Body

Biochemistry/Molecular Biology

Faculty
Timothy E. Elgren, *Chair (Chemistry)*
Wei-Jen Chang *(Biology)*
Herman K. Lehman *(Biology)*
Michael L. McCormick *(Biology)*
George C. Shields *(Chemistry)*

The departments of Biology and Chemistry offer an interdisciplinary concentration in biochemistry/molecular biology. Prospective concentrators should elect both chemistry and biology in their first year. The concentration consists of 12 courses (11.5 credits), which must include 270, 321 or 322, 346; Biology 110, 111 or 115, and 248; Chemistry 120 or 125, 190 and 255; and one additional course chosen from 552, Chemistry 321, 322, 436, Biology 331, 336 or 357, 443 and 448. Certain courses in mathematics and physics are prerequisites for 321 and 322. Senior concentrators must take 551 to satisfy the Senior Thesis requirement. A complete description of the senior project is available from the departments. Honors in biochemistry/molecular biology will be based on excellence in coursework and on the Senior Thesis.

270S Biological Chemistry. For full description, see Chemistry 270.

321F Physical Chemistry I. For full description, see Chemistry 321.

322S Physical Chemistry II. For full description, see Chemistry 322.

346F Biochemistry. For full description, see Biology 346.

[436S] Biophysical Chemistry. For full description, see Chemistry 436.

551F,S Senior Thesis I. A research project carried out in association with a faculty member. One course credit. Must be approved by May of the junior year. The Departments.

552S Senior Thesis II. A research project carried out in association with a faculty member. Includes written and oral presentations. Candidates for honors should elect both 551 and 552. Prerequisite, 551. One course credit. The Departments.

Biology

Faculty

Patrick D. Reynolds, *Chair*
Wei-Jen Chang
David A. Gapp (F)
Jinnie M. Garrett
Herman K. Lehman
Michael L. McCormick
Sue Ann Miller
William A. Pfitsch
Ernest H. Williams (S)
Peter A. Zani

Special Appointment

Kenneth M. Bart

A concentration in biology consists of 9.5 credits, which must include 110 and 111 (or 115), 550, 551 and at least two additional courses at the 300-level or above. A complete description of the Senior Thesis (550-551) is available from the department. Concentrators must also complete Chemistry 120 (or 125) and 190 and one course chosen from a list provided by the department that discusses issues in public policy or ethics related to science or technology. With prior departmental approval, up to two credits may be transferred into the concentration from study off-campus. Students preparing for graduate studies in biology should take at least one year each of calculus and organic chemistry and should have knowledge of a foreign language and computing. Departmental honors are determined on the basis of distinguished achievement in coursework and in the Senior Thesis.

A minor in biology consists of five courses, which must include 110 and 111 (or 115) and at least one course at the 300-level or higher. The following courses do not count toward a concentration or minor in biology: 120, 150 and 215. Biology 110 and 111 are open to juniors and seniors.

110F Principles of Biology: Organismal. The diversity of living organisms, the structure and function of plants and animals, the ecology of populations and communities, and the process of evolution. Three hours of class and three hours of laboratory. Pfitsch, Reynolds and Zani.

111S Principles of Biology: Cellular and Molecular. The cellular and molecular basis of biological organization and the mechanisms of inheritance. Three hours of class and three hours of laboratory. Chang and Lehman.

115F Biology: Fundamentals and Frontiers. Introduction to the study of biology at the college level for students with a strong background in biology and chemistry. Intensive study of selected topics that illustrate the fundamental principles of, and new developments in, the biological sciences. (Proseminar.) Three hours of class/discussion and three hours of laboratory. Prerequisite, consent of department. Maximum enrollment, 32. Lehman and Williams.

[120S] Female Biology. An opportunity for non-science majors to learn more about themselves by engaging in topics that are part of several biology courses. Selected biological topics and concepts are considered using human and non-human female examples. Discussion of body organization is supplemented with limited dissections. Three hours of class, discussion, presentation and some laboratory experiences. May not be counted toward the concentration or the minor.

150S Society and the Environment. For full description, see Environmental Studies 150.

[180S] Tropical Field Studies. Study of the environment, ecology and human-environment interactions of Belize. 75 minutes of class per week and required Spring Break field trip. Extra cost. One-half course credit. Maximum enrollment, 16.

[200F] Scientific Digital Imaging. An introduction to digital imaging techniques used to acquire, enhance and derive quantitative information from a variety of image

sources. Use of Adobe Photoshop and other software to produce publication-quality images and extract data from digital images. Topics include digital photography, artifact removal, 3D rendering and quantitative analysis. Prerequisite, two science courses. Maximum enrollment, 24.

[213S] Marine Biology. Introduction to life in the sea. Study of marine habitats, food webs, diversity and adaptations of marine organisms, and interaction of human culture and marine life. Three hours of class and one weekend of field work. Prerequisite, 110, 115 or consent of instructor. (Next offered 2007-08.) Maximum enrollment, 30.

[215F] Genetics and Society. Study of the science of genetics with particular focus on its application in society, e.g., in medicine and agriculture. Discussion of the social, ethical and legal issues arising from the Human Genome Project. Three hours of class and occasional time in lab. May not be counted toward the concentration or the minor.

221F Microbiology. Introduction to microorganisms, including bacteria, archaea, single-cell eukaryotes (yeast, algae, protozoa) and viruses, with an emphasis on prokaryotic metabolism and ecology. Basic laboratory techniques, including isolation, cultivation and identification of microbes. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115 and Chemistry 120 or 125, or consent of instructor. McCormick.

222S Vertebrate Organization. Inquiry-based study of functional gross anatomy and histology. Laboratory emphasizes dissection to understand mammalian organization. Fresh material is the basis for some labs, and student groups study and present non-mammalian vertebrates. Three hours of class and three hours of laboratory. Prerequisite, 110, 115 or consent of instructor. Miller.

228F Invertebrate Biology. Survey of animal diversity, including marine and freshwater fauna, parasites, insects and the origin of vertebrates. Emphasis on morphology, physiology, ecology and evolution. Three hours of class, three hours of laboratory and one weekend of field work. Prerequisite, 110, 115 or consent of instructor. The Department.

237F Ecology. The relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Three hours of class and three hours of laboratory or field exercises. Prerequisite, 110, 115 or consent of instructor. Maximum enrollment, 28. Pfitsch and Zani.

[240F] Plant Diversity. Evaluation of the diversity of form and function of vascular and non-vascular plants in an evolutionary context. Field exploration of the diversity of local plant communities. Laboratory and greenhouse study of external and internal structure of terrestrial plants. Two three-hour class or laboratory sessions. Prerequisite, 110, 115 or consent of instructor.

248S Genes and Genomes. Study of the structure and function of genetic material using classical, molecular and genomic analyses. Consideration of the social, medical and agricultural applications of genetic technologies. Three hours of class and three hours of laboratory. Prerequisite, 111, 115 or consent of instructor. Maximum enrollment, 32. Garrett.

260S Geomicrobiology. For full description, see Geosciences 260.

270S Biological Chemistry. For full description, see Chemistry 270.

290F Paleontology. For full description, see Geosciences 290.

[330S] Topics in Neuroscience Research: Neural Plasticity. For full description, see Psychology 330.

331S Vertebrate Physiology. Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal and endocrine systems. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 110, 115 and junior standing or consent of instructor. Gapp.

333F Vertebrate Development. Developing anatomy emphasized with integration of molecular aspects of embryogenesis. Students prepare and present selected topics. Laboratory emphasizes microscopy and analytical skills using amphibian, avian and mammalian developmental anatomy with selected projects and observation of live embryos. Three hours of class and three hours of laboratory. Prerequisite, 110, 115 or consent of instructor. Maximum enrollment, 20. Miller.

[336F] Cell Biology. A study of eukaryotic organisms, with an emphasis on the interrelation of structure and function, cell cycle, protein trafficking and specialized activities of cells. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115.

340S Plant Physiology. The physiology of flowering plants. Includes plant growth and development, photosynthesis, mineral nutrition, water relations and stress physiology. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115. Pfitsch.

346F Biochemistry. An advanced course in the chemistry of living systems. Chemical composition of life, with emphasis given to proteins, carbohydrates and lipids. Metabolic strategies and energy generation. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115 and Chemistry 190. (Same as Biochemistry/Molecular Biology 346.) Chang.

349S Transmission Electron Microscopy. The preparation of electron micrographs in the study of the cellular level of biological organization and digital imaging techniques. Prerequisite, four laboratory courses in biology. Maximum enrollment, 6. Bart.

352F Scanning Electron Microscopy and X-Ray Microanalysis. Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected research projects. Prerequisite, two laboratory courses in science. Open to juniors and seniors with consent of instructor. (Same as Geosciences 352.) Bart.

357S Cellular Neurobiology. A study of the fundamental functions of eukaryotic cells. The interrelationships of cellular structure and function, the cell cycle, protein trafficking and cellular communication will be examined through the study of neurons, the basic unit of the nervous system. Additional topics will include specialized activities of neurons. Three hours class and three hours of laboratory. Prerequisite, 111, 115 or consent of instructor. (Same as Neuroscience 357.) Lehman.

[421S] Neurochemistry. A study of the synapse, emphasizing cellular and molecular aspects. Literature-based discussion focused on the chemical composition of a neuron, molecular aspects of neurotransmitter release, receptors, second messengers, regulation of gene expression and special topics of neuronal development. Prerequisite, 111, 115 or consent of instructor. (Same as Neuroscience 421.)

[437S] Tropical Field Ecology. In-depth study of basic and applied topics in tropical ecology including biodiversity and the structure and function of tropical ecosystems. Discussion of readings from the literature. Prerequisite, 237 or consent of instructor. (Offered in alternate years.)

[438S] Seminar in Biological Form. The analysis of organismal form as it relates to physiology, ecology, biomechanics and evolution. Discussion of recent literature, including studies of all kingdoms of life from the cellular to organismal level. Three hours of class (lecture/discussion). Prerequisite, a 200-level biology course or consent of instructor.

441F Seminar in Evolutionary Biology. Study of natural selection, behavioral evolution, genetic variability, molecular evolution, speciation and macroevolution. Discussion of readings from the literature. (Writing-intensive.) Prerequisite, 111 or 115 and junior standing. Williams.

443S Seminar in Bioinformatics. Study of computer-based approaches to molecular investigations: sequence variation, functional and comparative genomics, bioinformatics and computational biology. Three hours of literature-based discussion/lecture on current topics. Prerequisite, 336, 346 or consent of instructor. Chang.

[445F] Integrative Animal Biology. Evolutionary perspective on the role of chemical messengers in the regulation of animal function. Consideration of endocrine, nervous and immune systems and the role of pheromones and allelochemicals. Three hours of class and one hour of discussion/exercises. Prerequisite, 330, 331, 336 or consent of instructor. (Same as Neuroscience 445.)

448F Seminar in Molecular Genetics. Study of the molecular mechanisms of inheritance through critical analysis of recent literature in molecular genetics. Emphasis on the scope and limitations of the genetic approach for studying biological processes. Three hours of lecture/discussion. Prerequisite, 248 or consent of instructor. Garrett.

550F Senior Thesis I. An intensive library and laboratory or field research project carried out in association with a faculty member. Prerequisite, acceptance by the department of a written proposal. The Department.

551F,S Senior Thesis II. Completion and presentation of the senior research project. Includes written and oral presentation. Prerequisite, 550. One-half credit. The Department.

552F,S Senior Thesis III. A continuation of the senior research project for a more in-depth study of special topics in biological research. Open to students whose project in 550 warrants additional investigation. To be taken concurrently with 551. Prerequisite, 550 and consent of instructor. One-half credit. The Department.

Chemical Physics

Faculty
George C. Shields *(Chemistry)*
Ann J. Silversmith *(Physics)*

The departments of Chemistry and Physics jointly offer a concentration in chemical physics. The concentration consists of 10 courses in chemistry and physics, which include Chemistry 120 or 125, 190, 321 and 322; Physics 190, 195, 290 and 295. Students must also complete a course in research methods in one of the departments, either Chemistry 371 or Physics 390, followed by a Senior Project, chosen in consultation with the committee, in the appropriate department. Mathematics 113 and 114 are required for 200-level classes in physics and 300-level classes in chemistry. Honors in chemical physics is based on outstanding work in courses and in the Senior Project.

Chemistry

Faculty
Karen S. Brewer, *Chair*
Timothy E. Elgren
Camille Y. Jones
Robin B. Kinnel
Karl N. Kirschner
Ian J. Rosenstein
George C. Shields

Special Appointments
Charles J. Borton
Shawna M. O'Neil
Sue Ann Z. Senior
Steven Young

A concentration in chemistry may follow several tracks depending on the goals of the student. A concentration in chemistry requires the following courses: 120 or 125; 190, 255; one additional 200-level course; 321 or 322, 371; one additional course chosen from the 300- and 400-level offerings; and 551. The American Chemical Society (ACS) certified concentration is designed for students who plan to pursue graduate work in chemistry or a related science. Students should take the following courses to qualify for the ACS certification: 120 or 125; 190, 255; one additional 200-level course; 321, 322, 371; one additional course chosen from the 300- and 400-level offerings; and 551. Two semesters of calculus and two semesters of physics (calculus-based Physics) are prerequisites for Chemistry 321 and 322.

Students who plan to attend graduate school in chemistry or chemically related fields are advised to take additional courses in chemistry, other sciences, mathematics and computer science. We invite all interested students to attend the departmental seminar series, which is a part of 551 and 552. Departmental honors are determined on the basis of distinguished coursework in chemistry and in the Senior Thesis.

A minor in chemistry consists of five courses, which must include 190, 255 and 321 or 322. The minimum requirement in chemistry for preparation for medical school consists of 120 or 125; 190 and 255; and one additional course at the 200-level.

120F Principles of Chemistry. Exploration of the central principles and theories of chemistry including stoichiometry, thermodynamics, equilibrium, reaction kinetics, and molecular structure and bonding. Three hours of lecture and three hours of laboratory. Lecture offered in two sections. Brewer and Elgren.

125F Principles of Chemistry: Theory and Applications. Intended for students with high motivation, this discussion-based exploration of the central principles and theories of chemistry includes atomic theory, periodic relationships, chemical bonding, thermodynamics, kinetics, coordination chemistry and descriptive chemistry of metals and non-metals. Applications of chemistry to biochemistry and environmental chemistry are included. Discussion-based course centered on the unifying concepts in chemistry, and the use of those concepts to develop critical-thinking skills. (Proseminar.) Three hours of class and three hours of laboratory. Shields.

190S Organic Chemistry I. Structure and bonding of organic compounds and their acid-base properties, stereochemistry, introduction to reactions and reaction mechanisms of carbon compounds and the relationship of reactivity and structure. Three hours of class and four hours of laboratory. Prerequisite, 120 or 125. Kinnel and Rosenstein.

255F Organic Chemistry II. Chemistry of conjugated alkenes and aromatic and carbonyl compounds, emphasizing mechanism and synthesis; introduction to carbohydrate and amino acid chemistry. Three hours of class and four hours of laboratory. Prerequisite, 190. Kinnel and Rosenstein.

265S Inorganic Chemistry and Materials. Topics in inorganic chemistry, including atomic structure and periodicity of the elements, bonding and properties of solid state materials, coordination chemistry and electrochemistry. Laboratories emphasize synthesis

and characterization of inorganic coordination compounds, electrochemistry and inorganic materials. Three hours of lecture and three hours of laboratory. Prerequisite, 120 or 125. Brewer.

270S Biological Chemistry. A survey of the chemical and physical nature of biological macromolecules, including nucleic acids, proteins, lipids and carbohydrates; biochemistry of enzyme catalysis; bioenergetics and regulatory mechanisms. Principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function. Three hours of class and three hours of laboratory. Prerequisite, 190. (Same as Biochemistry/Molecular Biology 270 and Biology 270.) Elgren.

321F Physical Chemistry I. A study of the fundamental concepts and principles of quantum chemistry. Topics include quantum mechanics and the nature of the chemical bond; applications of molecular quantum mechanics; spectroscopy. Laboratory focuses on experiments that lead to the development of quantum mechanics, on molecular modeling and on spectroscopy. Laboratory includes applications to biochemistry. Three hours of class plus laboratory. Prerequisite, 125 or 190, Mathematics 114, Physics 105 or 195. (Same as Biochemistry/Molecular Biology 321.) Jones and Shields.

322S Physical Chemistry II. A study of the fundamental concepts and principles of thermodynamics and kinetics. Topics include the laws of thermodynamics, prediction of the direction and extent of chemical reactions, equilibrium, chemical kinetics, catalysis, reaction rate theory and photochemistry. Three hours of class plus laboratory. Prerequisites, 125 or 190, Mathematics 114, Physics 105 or 195. The department recommends that students take 321 prior to 322. (Same as Biochemistry/Molecular Biology 322.) Jones, Kirschner and Shields.

371F,S Research Methods in Chemistry. Development of research skills in chemistry through a semester-long intensive laboratory project. Emphasis on laboratory work focusing on advanced synthetic techniques and spectroscopic characterization. Scientific writing, oral presentation skills and use of the chemical literature are also stressed. Six hours of laboratory and one hour of class. Prerequisite, 265 or 270. Brewer, Elgren, Kinnel and Rosenstein.

393F Advanced Organic Chemistry I. Investigation of techniques of structure proof, with an emphasis on NMR methods and mass spectrometry. Further work in organic synthesis, with examples taken from natural products chemistry. Prerequisite, 255. Kinnel.

412S Advanced Organic Chemistry II. Study of the techniques and theoretical framework used to investigate reaction mechanisms. Topics include thermochemistry, kinetics, linear free energy relationships and molecular orbital theory and symmetry. Prerequisite, 255 and 321. Rosenstein.

423S Advanced Inorganic Chemistry. Introduction to the chemical applications of group theory, including molecular structure and spectroscopy. Structure, bonding and reaction mechanisms of coordination compounds with readings in the primary literature. Prerequisite, 321 or 322. Brewer.

[436S] Biophysical Chemistry. A study of physical chemical forces and interactions that determine structures, functions and behavior of proteins and other macromolecules. Discussion of spectroscopic and other physical techniques employed in studying macromolecular structures and properties. Prerequisite, 321. (Same as Biochemistry/Molecular Biology 436.)

551-552F,S Senior Project. An intensive research project carried out in association with a faculty member, culminating in a thesis. Prerequisite, 371. Attendance at weekly departmental seminars is required. Candidates for honors should elect both 551 and 552. The Department.

Classics

Faculty

Carl A. Rubino, *Chair*
Barbara K. Gold
Shelley P. Haley
Mary R. McHugh

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The department offers courses in ancient Greek and Latin and also in classical studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in classics may take one of two directions.

A concentration in classical languages emphasizes work in Latin and Greek as keys to understanding the ancient world. It requires a minimum of four full-credit courses, at least two of which must be numbered 300 or above, in one of the two languages, and a minimum of three full-credit courses, at least one of which must be numbered 300 or above, in the other. (With the approval of the department, exemptions to these requirements may be made for students who come to Hamilton with substantial preparation in Latin or Greek.) Two courses in classical studies, in addition to Classical Studies 550, the Senior Seminar, are also required. Finally, students concentrating in classical languages must complete at least one course each year in Greek or Latin. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in classical studies offers a study of ancient Greece and Rome with emphasis on only one of the languages. It requires a minimum of six courses in classical studies, at least four of which must be numbered 200 or above and one numbered 300 or above, as well as at least one full-credit course numbered 300 or above in either Latin or Greek, and Classical Studies 550, the Senior Seminar. (With the approval of the department, certain courses in Greek or Latin may be substituted for classical studies courses). In addition, students concentrating in classical studies must complete at least one course each year in classical studies, Greek or Latin.

Hamilton College is a member of the Intercollegiate Center for Classical Studies in Rome (the Centro) and of the American School of Classical Studies in Athens, and many students have also attended the College Year in Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year in one of these programs in Greece or Rome or in another suitable program abroad. Interested students should note that admission to the Intercollegiate Center and the American School is competitive and that preparation in Latin or Greek is an important factor in determining admission.

Students who have earned an A- (90) average in the concentration may receive honors by earning a grade of A- in the Senior Seminar. A description of the program may be obtained from any member of the classics faculty.

A minor in classical languages requires at least two courses numbered 300 or above in Latin or Greek, as well as two courses in classical studies, one of which must be numbered 200 or above. Because the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in classical studies requires a minimum of five classical studies courses, three of which must be numbered 200 or above, with at least one numbered 300 or above and one year of college Latin or Greek or a grade of B or higher in a 200- or 300-level course in Latin or Greek.

Classical Studies

[100F] Socrates, Cleopatra and the Caesars. An introduction to classical studies and the ancient Mediterranean world that focuses on some pivotal figures. Consideration of the multiple facets of ancient Mediterranean society and culture, including multiculturalism, race, class and gender. Attention to literature, art, religion, philosophy and history. Readings from ancient and modern sources, and films dealing with the world of the ancient Greeks and Romans.

110F The Civilizations of Greece and the Near East. An introduction to the legacy of ancient Greece and the Near East through the study of history, literature, philosophy and art. McHugh.

[120S] Roman Civilization. An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history.

201F History of Ancient Western Philosophy. For full description, see Philosophy 201.

240F Classical Mythology. An introduction to ancient mythology through readings from sources such as Gilgamesh, Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. (Same as Religious Studies 240.) Rubino.

244F Tragedy: Then and Now. For full description, see Comparative Literature 244.

250S Heroism Ancient and Modern. An examination of ancient and modern views of the hero. Consideration of Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, modern works such as Voltaire's *Candide* and films such as *Shane*, *The Maltese Falcon*, *Blade Runner*, *Joan the Maid* and the *Star Wars* series. Rubino.

[260S] Power and Corruption in Ancient Rome. An examination of personal and political corruption in ancient Rome, with particular attention to the manner in which it is depicted by writers such as Sallust, Livy, Horace, Tacitus and Juvenal. Some attention to depictions of corruption in modern America, especially to Robert Caro's portrayals of Robert Moses and Lyndon Johnson.

261S Classical Art: Inventing the Past. For full description, see Art History 261.

270S The Classical Tradition in American Political Life: Cicero, Hamilton, Jefferson and the Making of the Republic. A study of Greek and Roman influences on the creation of the United States, with special attention to the influence of Cicero and the rivalry between Alexander Hamilton and Thomas Jefferson. Readings include biographies of and writings by all three figures. Rubino.

[280S] Ancient Comedy. Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apulieus, mime. Discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. May also include class production of a play.

[320S] The Romans on Film. Critical examination of films such as *Spartacus*, *Julius Caesar*, *The Last Temptation of Christ*, *Ben Hur*, *I Claudius*, *Fellini Satyricon*, *The Fall of the Roman Empire* and *Gladiator*. Readings from ancient writers such as Plutarch, Tacitus and Suetonius, as well as from selected modern sources. Prerequisite, one course in Latin, Greek or classical studies.

330S Food and Dining in the Roman World. An introduction to ancient Roman culture and social history from the perspective of food, including what foodstuffs were common in ancient Rome, where they came from, how they were used, and what their use and availability tell us about the social status of their consumers. Readings, individual student presentations and research projects, and hands-on preparation of food using ancient Roman recipes. (Writing-intensive.) Prerequisite, one course in classical studies, Greek, Latin or consent of instructor. McHugh.

[340F] Women in Antiquity. An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature and art. Covers the period from ancient Egypt and early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies.

[341S] Women, Gender and Power in Ancient Egypt and Greece. An interdisciplinary study of the varying degrees and types of power available to women in ancient Egypt and Greece. Students will analyze evidence from art, archaeology, classical literature, history and sociology to interpret the social construction of race, gender, class and sexuality in these ancient societies. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Women's Studies 341.)

342F Women, Gender and Power in Ancient Rome and Byzantium. An interdisciplinary study of the women of ancient Rome and Byzantium. Students will analyze evidence from art, archaeology, classical literature, history and sociology to interpret the social construction of race, gender, class and sexuality in these ancient societies. From the empress to her freedwoman, the good wife to the prostitute, the midwife to the scholar, the course will uncover women's authentic voices. (Writing-intensive.) Prerequisite, one course in Latin, Greek, classical studies or women's studies. (Same as Women's Studies 342.) Haley.

[350S] Ethics and Politics in Ancient Greece and Rome. A study of Greek and Roman attitudes toward the question of private and public behavior, concentrating on such topics as the meaning of success, the use of power, the function of language in political life, the relationship between the individual and the state, and the role of the state in regulating behavior. Contemporary applications. Readings from Thucydides, Plato, Aristotle, Cicero, Sallust and Tacitus. Prerequisite, one course in Latin, Greek, classical studies, political theory, philosophy or consent of instructor. (Same as Government 350.)

[372S] Unraveling Cleopatra. Cleopatra was a witness to and a shaper of the history of ancient Egypt and the late Roman Republic. To posterity the historical Cleopatra is an enigma, but her image in film, literature, art and popular culture is ever present. Through authors such as Horace, Plutarch, Shakespeare and George Bernard Shaw and through cinematic treatments from the 1940s-1970s, this course will explore how the historical figure of Cleopatra became both the signifier and embodiment of sexual and racial politics across historical periods. Prerequisite, one course in classical studies or Africana studies. (Same as Africana Studies 372 and Women's Studies 372.)

[374F] Ancient Egypt. A study of the history of ancient Egypt and of its interaction with other ancient African kingdoms, including Nubia, Kush and Punt. Examination of Egypt's prehistory, language, social and gender relations, and cultural development. (Writing-intensive.) Prerequisite, 240 or Africana Studies 101. (Same as Africana Studies 374.)

550S Senior Seminar. Topics to be arranged. Open only to senior concentrators. The Department.

Greek

110F Elementary Greek I. An introduction to the language and culture of Greece and the ancient Mediterranean. Thorough grounding in the grammar, syntax and vocabulary of ancient Greek. Reading and discussion of elementary passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture. For those with no previous knowledge of Greek. Three class meetings a week, in addition to a drill session. McHugh.

120S Elementary Greek II. Continuation of Greek 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages from classical or New Testament Greek that cast light on ancient Mediterranean society and culture.

For students who have completed Greek 110 or those who have had some Greek but require review. Three class meetings a week, in addition to a drill session. McHugh.

210F Intermediate Greek: The World of Greece and the Ancient Mediterranean. Reading and discussion, with grammar review, of intermediate-level passages from classical, Hellenistic or New Testament Greek selected to illuminate the history, society and culture of Greece and the ancient Mediterranean. Readings from the New Testament and from writers such as Xenophon and Lucian. Prerequisite, knowledge of elementary Greek. (Same as Religious Studies 210.) Rubino.

[340S] Homer and the Greek Hero. Reading from Homer's *Iliad* and *Odyssey* in the original Greek. Consideration of the Greek concept of heroism and the role of epic poetry, with attention to the society and culture of the Homeric world. Prerequisite, knowledge of intermediate Greek.

350S The Greek Historians. The story of ancient Greece as told in the words of the Greeks themselves. Readings, in the original Greek, from Herodotus, Thucydides and Xenophon. Attention to the wider issues of ancient Mediterranean society and culture. Prerequisite, knowledge of intermediate Greek. Haley.

[360S] Greek Drama. Readings, in the original Greek, from the tragedians Aeschylus, Sophocles and Euripides and from the comic playwrights Aristophanes and Menander. Attention to matters such as the role of women and slaves, social and cultural values, and theories of tragedy and comedy. Prerequisite, knowledge of intermediate Greek.

390F Topics in Ancient Greek Society and Culture. Reading and discussion of original Greek texts that cast light on the history, society and culture of Greece and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. Prerequisite, knowledge of intermediate Greek. Rubino.

Latin

110F Elementary Latin I. An introduction to the language and culture of ancient Rome. Thorough grounding in Latin grammar, syntax and vocabulary. Reading and discussion of elementary passages that cast light on the society and culture of ancient Rome and its empire. No knowledge of Latin required. Three class meetings a week, in addition to a drill session. Gold.

120S Elementary Latin II. Continuation of Latin 110. Further study of grammar, syntax and vocabulary, accompanied by reading and discussion of passages that cast light on the society and culture of ancient Rome and its empire. For students who have completed Latin 110 or those who have had some Latin but require review. Three class meetings a week, in addition to a drill session. Gold.

210F Intermediate Latin: The World of Ancient Rome. Reading and discussion, with grammar review, of intermediate-level Latin passages selected to illuminate the history, society and culture of ancient Rome and its empire. Readings from writers such as Caesar, Cicero, Sallust, Catullus, Ovid and Martial. Prerequisite, knowledge of elementary Latin. McHugh.

340S The Roman Hero. Readings, in the original Latin, from Vergil's *Aeneid* and other Roman epics. Consideration of the nature of heroism and epic poetry, with attention to the history, society and culture of the Roman world. Prerequisite, knowledge of intermediate Latin. Gold.

[350S] The Roman Historians. The story of ancient Rome and its empire as told in the words of the Romans themselves. Readings, in the original Latin, from Sallust, Livy, Tacitus and other historians. Prerequisite, knowledge of intermediate Latin.

[360S] The Literature of Love and Desire. Readings, in the original Latin, from the love poetry of Catullus, Horace, Tibullus, Propertius and Ovid. Attention to Greek influences on Roman love poetry, to its Roman context and to the Roman

influence of subsequent notions of love and erotic poetry. Prerequisite, knowledge of intermediate Latin.

370F Letters, Society and History. Readings, in the original Latin, from the letters of such writers as Cicero, Pliny and Seneca. Attention to the ways in which those letters cast light on Roman society and the movement of history. Prerequisite, knowledge of intermediate Latin. Haley.

[390F] Topics in Roman Society and Culture. Reading and discussion of original Latin texts that cast light on the history, society and culture of Rome and the ancient Mediterranean. Authors and topics vary; may be repeated for credit. Prerequisite, knowledge of intermediate Latin.

College Courses

College Courses are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program.

[130F] Coming of Age in America: Narratives of Difference. An interdisciplinary analysis of what it means to come of age as an "American." Particular attention paid to factors of culture, race, class, gender, disability and sexual orientation. Perspectives from the social sciences combined with fictional and autobiographical coming-of-age narratives. (Writing-intensive.) (Proseminar.) Open to first-year students only. Group attendance at lectures, films and campus events required.

300S The Art of the Cinema. Classic foreign and American films from the silent days to the present for viewing and analysis. Discussion of historical, aesthetic and theoretical questions. Primary focus on how films communicate visually. Three hours of class and screenings of two films a week. Open to juniors and seniors only. May be used as an elective for the concentrations in English and creative writing. (Same as Comparative Literature 300.) P. O'Neill.

[322] Cultural Simulation Seminar. Construction of a "working model" of a mission to establish a "settlement" in Near Space, recording the process, then producing finished documentation and a major summary paper for dissemination. Prerequisite, consent of instructor.

395S Hamilton in New York City: The Global Political Economy. Analysis of the evolution of the global political economy with an emphasis on the interrelationship of economics and politics. Topics include the rise and decline of the Bretton Woods system; international trade; international monetary relations; global poverty and inequality; imperialism and dependency; the political economy of energy; and regional economic and political integration. Credit for government concentration. Cafruny.

396S Hamilton in New York City. Use of internship combined with analytics to form the basis of a thesis that addresses a significant theoretical and policy issue in the study of the international political economy. Credit for government concentration. Cafruny.

397F,S Hamilton in New York City: Internship. Internship with firm, organization, agency or advocacy group appropriate to the theme of the semester. Does not count toward concentration credit. Chambliss (Fall); Cafruny (Spring).

398F,S Hamilton In New York City: Seminar in Global Processes. Foundational course of the Program in New York City. Perspectives on the influence of global markets, transnational culture and political forces on contemporary life. Organized around readings, student debates, guest discussion leaders and field trips within New York City. Does not count toward concentration credit. Chambliss (Fall); Cafruny (Spring).

Communication

Faculty
Catherine W. Phelan, *Chair*
John C. Adams

Special Appointments
Robert C. Del Buono
Susan A. Mason

Communication investigates the ways in which people co-create and employ shared meanings. Focusing on diverse contexts such as group discussion, public discourse and media studies, courses in the department investigate the complex ways in which communication influences not only individuals, but communities, institutions and culture.

A concentration in communication consists of 11 courses: five core courses, three electives in communication (one of which must be above the 200 level) and a cluster of three cognate courses from other disciplines. The core courses are 101, 210, 302, 355 and the senior project. Cognate courses must be above the 100 level and cannot count toward a second concentration or a minor. During the first semester of their junior year, students will provide their advisor with a written rationale that supports their selection of cognate courses and explains how those courses enrich their study of communication.

The senior project can be satisfied either by completing a special research project in a 400-level course taken during the senior year or, with the consent of the department, by an independent project. All concentrators will submit a senior project proposal to the department for review by the end of the second semester of the junior year. All senior projects include an oral presentation to students and faculty members at the end of the semester in which the project is completed.

Honors in communication will be awarded based on a cumulative record of 90 or above in all courses counting toward the concentration, as well as distinguished performance on the senior project.

A minor in communication consists of five communication courses, comprised of 101 and 210 and three additional communication courses, one of which must be above the 200 level.

101F,S Introduction to Communication. An introduction to the fundamental questions of the discipline. Investigates the role of symbolic communication, the essential features of interpersonal communication and group process, and the consequences of mediated communication. Theoretical examples draw on diverse communication practices that shape one's view of self and other. Mason and Phelan.

210F,S Rhetorical Act. Study and application of rhetorical principles and concepts that guide the creation and delivery of effective speech. Students deliver and critique speeches demonstrating their understanding of structural and aesthetic components of oral discourse, presentation strategies for diverse purposes and audiences, verbal and nonverbal immediacy. Maximum enrollment, 18. Adams and Del Buono.

212F Argumentation and Advocacy. Introduction to the theory and practice of formal and informal argument; its cultural and historical foundations; and its role in the pursuit of significant social, political and philosophical aims such as knowledge, truth, justice and equity. Includes the analysis, criticism and production of formal and informal arguments. Prerequisite, 101 or 210. Maximum enrollment, 18. Adams.

[222F] Interpersonal Communication. Covers dynamics of relationship development, negotiation and construction of shared meaning, self concept and conflict management. Students study theory and engage in discussion and exercises designed to enhance their effectiveness in interpersonal communication and their understanding of its theoretical underpinnings. Prerequisite, 101 or consent of instructor.

[230S] Small-Group Communication. Overviews current research investigating communicative practices involved in identifying, maintaining and negotiating small

group communication in a variety of settings. Topics include principles of effective group decision making, role emergence, leadership, groupthink, functional components of the evolution of group identities.

280S Conflict Mediation. Examines the nature of conflict in American life and offers alternatives to adversarial practices. Emphasizes individualistic and collectivistic perspectives, drawing on cross-cultural examples of mediation. Exploration of crucial role of conflict in communication. Hypothetical scenarios require students to mediate conflicting needs of diverse participants. Prerequisite, 101 or consent of instructor. Phelan.

285S Rhetoric and the Environment. Examines how rhetoric produces, critically engages and perpetuates deeply cultured ideas of the environment and prompts action toward it within a variety of communication contexts that are constitutive of the public sphere. The course grounds students in the literature of rhetorical criticism and its application to the critical analysis of selected discourses of the environment. In addition, students learn how to rhetorically address environmental concerns and strategically engage public advocacy in a variety of contexts. (Writing-intensive.) (Proseminar.) Prerequisite, 101 or consent of instructor. Adams.

302F Communication Theory. Study of theoretical perspectives and conceptual frameworks underpinning the study of communication. Current theories are reviewed, discussed and applied to in-class exercises, weekly papers and the production of research project proposals. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Adams.

[310F] Media Form and Theory. Investigates the impact of mass media on American society in order to more clearly understand the problems of living in a world dominated by media technology. Examines relationships between various components of the media process, focusing on how media alters our understanding of politics, persons and communities. Prerequisite, a course in communication, government or sociology.

[341S] Organizational Communication. Survey, analysis and application of current theory and research on communication in organizations. Study of the effect of communication on member satisfaction and productivity. Topics include communication structures, functions and contexts in organizations. Development of diagnostic and evaluative instruments. Prerequisite, 101 or 230 recommended.

355F Methods of Communication Research. Overview of humanistic and social scientific methods of communication research. Includes study of critical, historical, descriptive and quantitative methods. Students read, analyze and evaluate representative communication research and apply selected methods to research assignments. Relevant for students planning senior projects. Prerequisite, 101 or consent of instructor. Phelan.

[360] Communication Ethics. Examines the intersection of ethics and communication. Focuses on the roles of rhetoric and argumentation in the practice of case ethics. Students analyze and critically evaluate speeches from ethical positions and produce discourses developed by the application of principles of casuistry. Topics include utilitarian, deontological and virtue-based approaches to communication ethics as well as the ethics of lying.

[365] Persuasion. Study of the ways people co-create meanings and influence each other through the strategic use and misuse of symbols. Includes the study of message- and audience-centered theories of persuasion, propaganda, persuasion's place in democratic societies and the roles of reason and emotion in the persuasion process. Students critique and produce persuasive discourses including public service announcements, political speeches, advertisements and news reports. Prerequisite, 101 or consent of instructor.

[425] Speech Writing. A studio-centered course covering ethics of speech writing, crafting speeches to suit a client's character, figurative language as argument, nature and function of ceremonial address. Students study model speeches and write four speeches: commencement, dedication, acceptance, eulogy and "apologia." Prerequisite, 110 or consent of instructor. Maximum enrollment, 12.

450F First Amendment: Freedom of Speech. Detailed investigation of the first amendment. Study of case law which has contributed to the creation of a unique American perspective on the role of speech in a free society. Exploration of historical origins of the first amendment, political consequence and technological constraints. Legal distinctions regarding print, broadcast and electronic media focus on implications for the 21st century. Open to juniors and seniors. Phelan.

[451] Seminar: Communication, Technology and Society. Theoretical analysis of how communication technology alters social construction of time, space, community and identity. Readings detail historical precedents in order to address future implications of emerging technologies. Open to juniors and seniors.

452S History and Philosophy of Rhetoric. Examines rhetoric's key treatises and scholarly essays, and central issues in rhetoric's recurrent movement to and from the center and margins of Western thought. Begins with the study of Greek and Roman authors and ends with a consideration of the contemporary neo-sophistic movement and the rhetoric of inquiry. (Writing-intensive.) Prerequisite 210, or consent of instructor. Adams.

500F,S Independent Senior Project. Supervised independent research project during the senior year. Requires departmental approval. Adams, Mason and Phelan.

Comparative Literature

Faculty

Peter J. Rabinowitz, *Chair*
Pei-jing Li (F)
Melek S. Ortabasi (F,S)
Nancy Sorkin Rabinowitz
Carol Schreier Rupprecht (F,S)
Janelle A. Schwartz

Special Appointments

Laura Brueck
Hye Seung Chung

A concentration in comparative literature consists of nine courses, including five designated as comparative literature, two in a national literature in the original language (e.g., Chinese, Russian, Greek) and two in either a second national literature in the original language or in linguistics selected in consultation with a departmental advisor. Students pursuing the linguistics option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 or 212, and 297, and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available from the department chair. Only one 100-level course may be counted toward the concentration. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature and to study two foreign languages.

Honors in comparative literature will be awarded on the basis of a cumulative record of 90 or above in all courses counting toward the major, as well as distinguished performance in 550.

A minor consists of five courses, including either 211, 212 or 297; two other courses designated as comparative literature; and two other courses in comparative, English or foreign literature, or linguistics. Only two 100-level courses may be counted toward the minor.

Many courses at the 200-level are open to seniors without prerequisites. For details, see the specific descriptions below.

120F Introduction to the History and Theory of Film. For full description, see Art History 120.

135S Living Indian Epics. Hindu mythology is dominated by two ancient epic narratives, the Mahabharata and the Ramayana. A look at both as foundational works of Indian civilization and as living narratives that continue to inform contemporary Indian religious practice, politics and popular culture. Explores their continual re-invention in contemporary folk performance, popular film, literature, visual art and political rhetoric. No knowledge of Indian religion or culture required. Brueck.

142S Twentieth-Century Fiction. Organized chronologically for the most part, and involving such issues as sexuality, colonialism and racism. Readings drawn from high art, not popular culture, and include such authors as Conrad, Kafka, Puig, Woolf, Duras and Valenzuela. (Writing-intensive.) (Proseminar.) Open to first- and second-year students only. N. Rabinowitz.

152F Literature and Ethics. Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special emphasis on popular literature, feminist criticism and the problems raised by censorship and pornography. Selected novels and plays by such writers as Ibsen, Dostoevsky, Tolstoy, Hemingway, Wright, Highsmith, Doris Lessing, Burgess and others. (Writing-intensive.) (Proseminar.) P. Rabinowitz.

153F Stranger Still: Worlds of Science Fiction. An introduction to science fiction from the 19th century through today. Explores this oft-dismissed genre for its critical concepts of human development and examines the representation of scientific and

technological advances, social and political reformations, migratory practices, theories of evolution, cyberworlds and the consequences/effects of human behavior in the works of Shelley, Wells, Bulwer-Lytton, LeGuin, Capek, Zamyatin, Lem, Gibson and Dick. (Writing-intensive.) Schwartz.

156S Comparative Children's Literature: Traditions and Interventions. Introduction to children's literatures from multicultural and feminist perspectives. Unpacks moral, cultural and ideological values by analyzing formal and thematic elements. Readings: myths of Cinderella, Snow White, Little Red Riding Hood, Beauty and the Beast and Woman Warriors; tales from Aesop, Anderson, Perrault, Grimm and Panchatantra; fictions of wonderlands and eccentric journeys; themes of "happily every after," class, gender, race and animals' wisdom; sounds and images in poetry and books of nonsense; and commodifications of multimedia texts. (Writing-intensive.) Li.

[158S] Music and Literature. Explorations of the connections between music and literature, including examination of hybrid works that bridge the two arts (such as fiction about music and musical settings of literary texts) and study of the overlap between musical and literary structures. Emphasis on music of the Western classical tradition. Works include operas, symphonic poems, songs and literary works by such composers and writers as Tchaikovsky, Strauss, Berg, Tolstoy, Wilde, Cain, Proust, Cather and Burgess. (Writing-intensive.)

165S The Art of Manipulation — Or How to Tell a True Story. In an age of Internet dating, conspiracy theories and anti-tobacco ads, the line between fact and fiction blurs. Examines how and why literature manipulates truth to formulate a story as well as texts in which falsity is to be believed; in which biographical details invade what is claimed to be a work of fiction; in which the reader is also a character; and in which historical or literary fact is altered or invented. Works may include those by Vonnegut, O'Brien, Butler, Dick, Fuentes, Calvino, Maguire and Fforde. (Writing-intensive.) (Proseminar.) Schwartz.

[190F] Writing in Comparative Literature: Fiction and Identity. Discussion of literature as the key to understanding, and even creating, personal and communal identity. Exploration of diverse ways in which narrative allows for challenging and reformulating definitions of identity. Primary focus on developing and improving critical and comparative essay-writing skills. Emphasis on in-class debate, peer collaboration and writing workshops. Featured texts include Japanese writer Jun'ichirô Tanizaki's *Some Prefer Nettles*, as well as underground comic artist Art Spiegelman's *Maus I*. Films include *Smoke Signals* and *Bhaji on the Beach*. (Writing-intensive.) (Proseminar.) (Next offered 2008-09.)

203F Contemporary East Asian Cinema. Investigates films made in Japan, Mainland China, Taiwan, Hong Kong and South Korea over the past two decades. Explores the relationship between history and national cinema and the ways in which collective trauma plays a significant role in particular films that address the "burden of history." Includes works of major directors and stars as well as various themes, genres and ideological/cultural components of East Asian film. Film screenings include John Woo's *The Killer*, Zhang Yimou's *Ju Dou*, Ang Lee's *The Wedding Banquet* and Kim Ki-duk's *3-Iron*. (Writing-intensive.) Chung.

[205S] Issues in Japanese Language. For full description, see Japanese 205.

209F Postcolonial Literature of South Asia. Draws on literary texts largely from India, Pakistan and Bangladesh from 1947 to the present. Readings will include novels and short stories (from such authors as Salman Rushdie, Amitav Ghosh, Rohinton Mistry and Taslima Nasrin) as well as literature originally in English and in translation from South Asian languages. Focuses on constructions of community, identity and nation in the rapidly changing political and social landscape of the Asian subcontinent. (Writing-intensive.) (Same as English 209.) Brueck.

211S Readings in World Literature I. Study of world literature to 1800, including epic, drama, essays, poetry and novels from Europe, the Middle East and Asia. Readings thematically arranged in three groups: formations of early world views: gods, heroes and saints (*Gilgamesh, Iliad, Ramayana, The Bible, Koran, Jataka, Book of Changes*); identities in crisis: disciplines and desires (*Odyssey,* Plato, Vergil, St. Augustine, Ibn Ishaq, *Bhagavad-Gita,* Confucius, *Zhuangzi, Monkey*); and love, sorrow and woman (Sappho, Aristophanes, Ovid, Qu Yuan, Li Qingzhao, *Poeny Pavilion, Tale of Genji*). (Writing-intensive.) Li.

212F Readings in World Literature II. Comparative study of representative texts in world literature from 1800 to the present, including novels, short fiction, drama, essays and an episode of *Star Trek*. Particular attention paid to the concepts of self and society, with an emphasis on how the modern self is constructed and explored through narrative technique. Readings may include works by Stoppard, Coetzee, Rousseau, Kleist, Wolf, Ondaatje, Kafka, Murakami, Kantner and Dunn. (Writing-intensive.) May be taken without 211. Schwartz.

[213] Introduction to U.S. Latino/a Literatures. For full description, see Hispanic Studies 213.

[215F] Chinese Literature in Translation. For full description, see East Asian Languages and Literatures 215.

218S The Word and the Spirit. For full description, see Religious Studies 218.

[221S] Noblewoman, Warrior, Monk and Merchant: Premodern Japanese Literature. An introduction to Japanese literature from the seventh to the late 19th century. Diverse in character, literature from this extended period offers a fascinating way to explore the many facets of Japanese society and culture. Examines the earliest written records in Japan, the tradition of courtly poetry and diary literature, the native storytelling tradition, warrior epics and the boom in popular literature that characterized late feudal society. Taught in English. (Same as Japanese 221.) (Next offered 2007-08.)

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature. For full description, see Russian Studies 225.

226S Sex, Death and Revolution: Twentieth-Century Russian Art and Literature. For full description, see Russian Studies 226.

[235S] Love, Family and Loneliness in Modern Japanese Literature. For full description, see Japanese 235.

236S Contemporary Israeli Society: Religion and Politics. For full description, see Religious Studies 236.

[238F] China's Greatest Novel. For full description, see East Asian Languages and Literatures 238.

[239F] Modern Life and War in Japanese Literature. For full description, see Japanese 239.

244F Tragedy: Then and Now. How did Greek tragedy work in the city of Athens? Athens was a radical democracy but was based on slave labor and the exclusion of women. How is this implied contradiction displayed in the works of Aeschylus, Sophocles, Euripides? But tragedy also has contemporary life. How do these plays transcend their time of production? Greek tragedy presents an opportunity to examine relations of gods/humans, fate/choice, as well as gender, class/ethnicity and sexuality. Readings to include works by Seneca, Racine, Sartre, O'Neill, Heaney, Fugard. (Writing-intensive.) (Same as Classical Studies 244 and Theatre 244.) N. Rabinowitz.

253S The Jewish Bible as Literature. For full description, see Religious Studies 253.

254S Asians in American Film and Television. Surveys the history of Asian and Asian American representation in American film and television from 1915 to 2005. Focuses on images of Chinese, Japanese, Koreans and Vietnamese in American popular culture over the last century, from Fu Manchu and Madame Butterfly stereotypes popular during the classical studio era to recent reconfigurations of racialized imagery in Jackie Chan films. Also examines television series such as *All-American Girl* and *Lost*, as well as selected works by Asian American independent filmmakers, such as Justin Lin's *Better Luck Tomorrow*. Chung.

255S The Marrow of African-American Literature. For full description, see English 255.

258S Opera. Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in literature or two in music or one in each field, or consent of instructors. (Same as Music 258 and Sophomore Seminar 258.) (Offered in alternate years.) Maximum enrollment, 12. Hamessley and P. Rabinowitz.

[263F] Deconstructing Orientalism: Representations of Japan in Popular Culture. Progressing chronologically through Japan's modern period, an examination of a variety of popular culture, discovering how art, literature, performance and film have shaped (mis)understanding of Japan's people and culture. From Gilbert and Sullivan's 1885 comic opera *The Mikado* to Ridley Scott's 1982 film *Blade Runner*, Japan has repeatedly been represented as an exotic and often incomprehensible "other." Explores why this stereotype developed and how it can be deconstructed. (Same as Japanese 263.)

[277F] Literary Rebels: Modern Women Writers of Japan. The women writers of Japan's modern period (1868-present) were literary rebels who set out to leave their mark on society — and succeeded. Critical readings of short fiction, poetry and novels cover the historical context of these writers and their significant contribution to the development of modern Japanese literature. Particular attention to the representation of women, their changing roles in Japanese society and their relationships with themselves and others. Taught in English translation. (Same as Japanese 277.) (Next offered 2008-09.)

278F The Straight Story?: Rethinking the Romance. A study of the ways in which various forms of sexual desire (overt or closeted) drive the plot of literary works. How is desire constructed? How have authors used, manipulated and resisted the marriage plot for aesthetic and political ends? Special attention to works by gay and lesbian authors. Readings, which include works of theory as well as imaginative texts, to include such authors as Austen, Diderot, Balzac, Zola, Wilde, Baldwin. (Same as Women's Studies 278.) N. Rabinowitz.

281S Performing Politics: Gender and Sexuality. Examines the connections between theatre and political life: Is theatre political? Is political action theatrical? Focusing on performances in 20th-century Europe and the United States, we will read plays, theatre history, and political and historical documents to understand 1) how playwrights have used theatre for political ends and 2) how both "left" and "right" have mobilized people in demonstrations that might be considered performances. Topics include AIDS, reproductive rights and sexuality (drag and performance art). Prerequisite, one course in theatre or comparative literature. (Same as Sophomore Seminar 281, Theatre 281 and Women's Studies 281.) Maximum enrollment, 12. Bellini-Sharp and N. Rabinowitz.

285S Detective Story, Tradition and Experiment. Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoevsky, Christie,

Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar and others. Prerequisite, one course in literature. (Same as English 285.) P. Rabinowitz.

286F Buffy and Blue: Studies in the Gothic Tradition. As a genre that emerged during the 18th and 19th centuries, the gothic served up romance with mystery and horror, included a side of satire and came wrapped to go in a pleasurable read. Today, *Buffy the Vampire Slayer* represents one of the most pervasive and accessible representations of the gothic in popular culture. Considers issues of gender, religion, class, the monstrous and the fantastic, and examines the works of Stoker, Austen, Shelley, Stevenson, James, LeFanu, Hoffman and Walpole against their modern incarnations in TV, film, music, merchandise and college culture. Schwartz.

[290F] Facing Reality: A History of Documentary Cinema. For full description, see Art History 290.

297S Introduction to Literary Theory. Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the cultural and historical contexts in which they are written and read. Readings include poetry, fiction and theoretical essays. Focus is on the development of critical theory in the 20th century, with an emphasis on how different schools of thought have affected each other and the texts we read. Prerequisite, two courses in literature. Open to sophomores, juniors and seniors only. (Same as English 297.) Kodat.

300S The Art of the Cinema. For full description, see College 300.

301S Critical Cinema: A History of Experimental and Avant-Garde Film. For full description, see Art History 301.

308S Stray Bullets and Sassy Girls: A History of Korean Cinema. A broad survey of post-1945 South Korean cinema from Golden Age classics of the 1950s and 1960s to the rise of new blockbusters and art-house films in the 1990s and onward. Examines cinematic texts within various historical, social and cultural contexts of postcolonial Korea, paying particular attention to the issues of national division, civil war, U.S. neocolonialism, military dictatorships, the democratic movement, the IMF Crisis, the Sunshine Policy with the North and the liberalization of the domestic film industry. Screenings include *Shiri* and *Oldboy*. (Writing-intensive.) Prerequisite, one course in literature, film or Asian history. Chung.

311S Fields of Visibility: Science and Literature in European Romantic Thought. As a cultural moment when natural philosophy was beginning to codify into the separate disciplines we are familiar with today — i.e. arts and sciences — the Romantic era found nature to be a fruitful source of inspiration and investigation. Works by Blake, Diderot, the Darwins, Goethe and the Shelleys, alongside the writings of British, German and French naturalists. Considers taxonomy and natural aesthetics, the generation debates and theories of evolution in an effort to understand 18th- and early 19th-century representations of the natural world. Prerequisite, two courses in literature or two courses in science. (Same as English 311.) Schwartz.

314S Caste in Indian Society and Literature. Explores the complex history of caste and its literary representations in India, which has one of the longest literary traditions in the world. Readings and discussions will trace the evolution of caste narratives in India from written regulations governing untouchability in ancient Sanskrit texts, to medieval poetry of untouchable poet-saints, to representations of caste in Indian English fiction, and finally to the explosion of vernacular voices of caste resistance in recent decades. Prerequisite, one course in Asian literature, history or religion. Brueck.

315F Literary Theory and Literary Study. For full description, see English 315.

319F Text/Image in Cinema. Focus on the ways in which the histories of film and literature have intersected. Discussion of implications of adapting narrative and

dramatic fiction to the screen. Also evokes the history of the use of visual text in film — in titles, intertitles, subtitles, credits — as a background for exploration of the wide range of creative uses of visual text evident in the work of independent filmmakers. Filmmaker guests will be invited to talk about their work. Prerequisite, one course in literature or film. (Same as English 319 and Art History 319.) MacDonald.

328S Exile and Otherness: The Diasporic Wo/man East and West. Studies the roles of gender and otherness in constructing diasporic subjects that challenge national, cultural and ideological boundaries. Particular attention paid to identities, transnationality and translation; women and the rhetoric of displacement and dejection; intersections of gender, ethnicity, class and power. Readings: Sappho, Euripides, Ovid, Seneca, Boethius and Dante in the West; Confucius, Qu Yuan, Sima Qian, Tsai Tan, Yu Xuanji and Li Qingzhao in the East; and contemporary writers Kristeva, Spivak, R. Chow, Bhabha, Said, M.H.Kingston, N. Mones and E. Hoffman. Prerequisite, two courses in literature or consent of instructor. Li.

332F Seminar: Jewish Writers or Writers Who Happen To Be Jews. For full description, see Religious Studies 332.

334S Seminar: The Eighteenth-Century Novel in England and France. For full description, see English 334.

[338] Seminar: Heroes and Bandits in Chinese History and Fiction. For full description, see History 338.

[345S] Modern European and American Drama. A study of modern drama as literary and social text, with special attention to issues of class and gender as they developed in the 19th and 20th centuries. Consideration of the relationship of dramatic form to the expression of political and philosophical ideas. Texts to include works by such authors as Büchner, Chekhov, Ibsen, Strindberg, Wedekind, Pirandello, O'Neill and Miller. Oral and written participation emphasized. Prerequisite, two courses in literature, or one course in literature and one in theatre. (Same as Theatre 345.)

[346F] The Comedy of Terrors. Analysis of 19th- and 20th-century works in which stark visions of the human condition are paradoxically presented in comic terms. Emphasis on the techniques by which the apparently contradictory tendencies of humor and terror are fused, as well as the reasons (psychological, philosophical, political and aesthetic) why writers, film-makers and composers have been attracted to this device. Readings by such writers as Gogol, Dostoevsky, Kafka, Nabokov, Ionesco, Heller and Burgess and films (*Pulp Fiction* and *Fargo)* and operas (Strauss' *Salome)*. Prerequisite, two courses in literature or consent of instructor.

[349S] The Garden in the Machine: Depicting Place in Modern American Cinema. An exploration of the many ways filmmakers and video-makers have explored and depicted the American landscape and cityscape. Extensive screenings of accomplished films and videos, contextualized by discussions of painting and photography; by readings of novels, stories, poems by Henry David Thoreau, Mary Austin, William Faulkner and others; by place-oriented films from other cultures; and by visiting filmmakers.

[356S] Japanese Film. Traces the history of one of the world's most innovative and prolific film industries. From its earliest days in the 20th century, Japanese film directors have experimented and improved on the cinema, and their work has been influential throughout the world. From the drama of silent samurai movies to the glitz of anime (Japanese animation), Japanese film offers a view of Japanese culture and a new perspective on the genre itself. Weekly film screenings. Prerequisite, one Asia-related course, one film-related course or consent of instructor. (Same as Japanese 356.) (Next offered 2007-08.)

[376S] Africana Literatures and Critical Discourses. For full description, see English 376.

418S Seminar: The Story of Hebrew Literature: A Dead Language Reborn. For full description, see Religious Studies 418.

[473/573S] Seminar: Major African Writers. For full description, see English 473.

[474/574S] Seminar: Major African-American Writers. For full description, see English 474.

500F Senior Seminar: Narrative and Time. Does art freeze time or fracture it? In either case, manipulation of time is central to aesthetic effect. Explores time and its companion memory as both thematic and formal elements in narrative, as well as the different ways it is used in drama, film and opera. Works by such authors as Emily Brontë, H. G. Wells, Chekhov, Faulkner, Duras, Butor, Borges, Carol Shields and Philip K. Dick; films such as *Run, Lola, Run* and *Memento*; and operas such as Debussy's *Pelléas et Mélisande*. Prerequisite, three courses in literature. Priority given to senior concentrators. P. Rabinowitz.

550S Senior Project. A project resulting in a thesis and supervised by a member of the department. Required of candidates for departmental honors. The Department.

Computer Science

Faculty

Richard W. Decker, *Chair*
Mark W. Bailey
Alistair Campbell
Stuart H. Hirshfield (S)
Brian J. Rosmaita

A concentration in computer science consists of a course of study designed by the student in consultation with and approved by his or her concentration advisor. The concentration contract will be designed when a student declares the concentration and will typically include 110, 111, 210, 220, 240, 330, three other 300-level courses, and either 410 or 500. Concentrators fulfill the Senior Program requirement by taking 410 or 500. Students may earn departmental honors by distinguished achievement in courses counting toward the concentration and in 500.

Students contemplating a concentration in computer science should begin with 110. Students undecided about computer science are advised to take 105. Students looking for a computer-related course but not contemplating a concentration in the subject should consider 100 or 107.

A minor in computer science consists of 110, 111, two courses numbered 200 or higher and Mathematics 123.

Juniors and seniors without prior experience may enroll in 100, or 110 with consent of instructor.

[100S] Survey of Computer Science. An exploration of the major areas of the discipline, including the social and technological history of computers, the influence of the Internet, the nature of programming, the techniques involved in translating a program from a high-level language into machine language instructions and the principles involved in designing the hardware of a computer. Also explores the theoretical limitations of computation and investigates the current state and future prospects of what might be called "intelligent programs." Maximum enrollment, 24.

105F,S Explorations in Computer Science. Investigation, through hands-on experience, of a modern application of Computer Science. Applications may include robotics, virtual reality, games and manipulation of digital media. Topics for individual sections will be printed in the preregistration materials. No prior computer experience is expected. Not open to students who have completed 111. Maximum enrollment, 20. The Department.

107S Applications, Implications and Issues. A multidisciplinary exploration of the technology and social consequences of electronic computation and communication. Topics may include the history and technology of the Internet and the Web, the techniques and design patterns used to make Web pages and possible future influences that the Internet will have in public policy, social structures, economics, law and ethics. Maximum enrollment, 24. The Department.

110F,S Introduction to Computer Science. The first course in computer science is an introduction to algorithmic problem-solving using the Java programming language. Principles include primitive data types, mathematical operations, structured programming with conditional and iterated statements, functional decomposition and compound data types. Students apply these principles, writing their own programs for solving problems in areas such as text analysis, information organization, system simulation, animation and graphics. No previous programming experience necessary. Maximum enrollment, 20. The Department.

111F,S Data Structures. A second course in object-oriented programming, concentrating on the common information patterns (linear and hierarchical, for example) that arise in many programs and the implementation of these structures in ways that are efficient in terms of memory space and running time. Provides a taxonomy of

data structures and discusses measures of computational complexity of the algorithms used to manipulate the structures. Prerequisite, 110, Mathematics 123 (which may be taken concurrently) or placement by the department. Maximum enrollment, 20. The Department.

[207F] Topics in Computer Science I. Study of an area in computer science. Content, differing from year to year, has included computer organization, neural networks, genetic algorithms and parallel computation. Prerequisite, any computer science course and consent of the instructor. May be taken more than once.

210S Applied Theory. An investigation of the nature of computation. Topics include several models of computation, such as finite state machines, pushdown automata and Turing machines; discussion of computational complexity; and illustration of how these abstract models of computation may be applied to such language-recognition problems as lexical analysis and parsing. Prerequisite, 110. The Department.

220F Principles of Programming Languages. Investigation into the nature of programming languages and the details of their implementation. Topics include the design and taxonomies of several programming languages and issues of efficiency, translation and operation. Prerequisite, 111. The Department.

240S Computer Organization and Assembly Language. A study of the connection between programs and the machines on which they run. Topics include number systems and representation schemes, the basic principles of machine organization, assembly language programming, and the design and implementation of assemblers. Prerequisite, 111. The Department.

307F,S Topics in Computer Science II. An intensive study of an advanced area of computer science. Content, differing from year to year, is typically chosen from cryptography, system programming, database theory and computer security. Prerequisite, 111 and consent of the instructor. May be taken more than once. Decker.

[310S] Compilers. Principles and practice of programming language translation. Topics will include lexical analysis, formal syntax specification, parsing, code generation and optimization. Prerequisite, 210 and 220. Offered in alternate years.

[320F] Computer Architecture. Study of the major hardware components of modern computer systems and the implications of their interactions. Topics include cache memory, disk drive technology, chip manufacturing, microprogramming, performance analysis and digital logic. Prerequisite, 240. Some programming required. Offered in alternate years.

330S Algorithms. Discussion of the canon of "standard" algorithms, including the major categories such as divide-and-conquer and dynamic programming, and evaluation of the efficiency of algorithms in terms of their use of two scarce resources, space and time. Prerequisite, 111 and Mathematics 123 or placement by the department. The Department.

[340S] Operating Systems. Study of the design and implementation of computer operating systems. Topics include systems programming, process scheduling, interprocess communication, deadlocks, memory management and virtual memory, file systems and I/O, and security. Prerequisite, 240.

370F Artificial Intelligence. Exploration of AI theory and philosophy, as well as a variety of algorithms and data structures, such as heuristic strategies, logic unification, probabilistic reasoning, semantic networks and knowledge representation. Topics include application areas such as natural language understanding, computer vision, game playing, theorem proving and autonomous agents. Prerequisite, 220. Maximum enrollment, 20. Rosmaita.

410F Senior Seminar. Practicum in research methods in computer science. Emphasis on oral and written presentation. Open to senior concentrators only. Campbell.

500S Honors Project. A semester-length research project. Open to qualified senior concentrators. Prerequisite, 410 or consent of the department. The Department.

Critical Languages

Faculty

Mary Beth Barth, *Program Director*

Special Appointments

Anat Glick *(Hebrew)*

Cristina Bozzi *(Italian)*

Language study requires daily practice (written, verbal and aural) and conscientious preparation in order to participate fully in highly interactive classes. Classes are conducted with very little use of English.

Hebrew and Italian are offered as regular courses. Additional languages are offered under a self-instructional format contingent upon student tutor availability, suitable materials and an outside examiner. The student tutor is not a "teacher" in the usual sense. Students, therefore, are expected to exercise the self-discipline and motivation required of independent work. Students meet three times a week in small groups with a native speaker (a Hamilton student) of the language. Courses follow established curricula and are not self-paced. In addition to being highly motivated and self-directed, students must be willing to make a daily commitment to the rigorous study and practice of the language through the use of written, recorded and computer materials. Course grades are determined by mid-term and final evaluations, given by external examiners.

For additional information on the self-instructional format or languages currently offered, visit the Critical Languages Web site. Students enrolled in the self-instructional courses must contact Mary Beth Barth by 4 p.m. the first day of classes in order to schedule the class.

110F-120S First-Year Italian

107F-108S First-Year Hebrew

207F-208S Second-Year Hebrew

121F-122S First-Year Swahili (self-instructional format)

221F-222S Second-Year Swahili (self-instructional format)

Dance

Faculty
Elaine Heekin, *Chair* (F)
Leslie Norton
Bruce Walczyk

Special Appointment
Richard G. Lloyd

A concentration in dance consists of 201, 203, 205, 305, 307, 550 or 560, and four semesters of Martial Arts and Dance (208, 308) and/or Intermediate Technique (213, 215) and/or Advanced Technique (313, 315). The Senior Program in dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (560), which may be a performance of dance works, choreography or both. No student who has completed the requirements and maintained an 85 average in dance courses will be prohibited from selecting the performance/choreography option as his/her senior project. Students qualifying for and electing Dance 560 (Senior Performance/Choreography) as their Senior Program in dance must be enrolled in technique class during the semester in which they are enrolled in Dance 560. Students falling below the 85 average will be required to register for an independent study as preparation for the project.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the dance program and excellence in the performance, composition, research or production component of the Senior Program, as judged by the department.

A minor in dance consists of three course selected from 201, 203, 205, 305 and 307, and two semesters of Martial Arts and Dance (208, 308) and/or Intermediate Technique (213, 215) and/or Advanced Technique (313, 315).

102F Introduction to Dance Theory, Technique and Culture. A survey of the various roles dance/movement play in life and culture. Lecture and lab are combined to include an introduction to kinesiology, movement behavior, choreography, improvisation, body music, dance ethnology and technique. A modern dance approach is emphasized that includes martial art/dance forms from West Africa, Haiti, Brazil, China, Indonesia, Thailand, Malaysia, The Philippines and Japan. Maximum enrollment, 20. Walczyk.

[103F] Introduction to Dance as a Performance Medium and Healing Art. An overview of dance as a performing art, its role in culture/communication and as a source of health and well being. Lectures, discussions and introduction to several dance/movement forms including contemporary, ballet, African-based jazz and various health-based movement techniques (yoga, Pilates, Bartenieff Fundamentals). Introduction to motif writing included. Maximum enrollment, 20.

104F Introduction to Dance In Its Social and Theatrical Forms. A survey of the evolution of dances from their folk/social manifestations into forms of classical status. Among the myriad examples, three will be highlighted: the development of the folk and court dances of the Renaissance and Baroque into classical ballet; the development of Kabuki from a sensual, "outlaw" theatre to a classical form in Japan; and the development of African-American social dances from the slavery era to the signature dances of the 1920s and 1930s into classics of American musical theatre. Lectures, discussions and technique classes. Maximum enrollment, 20. Norton.

112S Elementary Dance. Fundamentals of contemporary dance incorporating technique, theory and criticism. No previous dance training required. Maximum enrollment, 20. Heekin.

114S Elementary Ballet. Beginner-level study of classical ballet with a focus on ballet's basic vocabulary in both barre and center floor exercises, studio-stage directions

and designations for the classical positions of the body in space. Work on such stylistic aspects of ballet as musicality, dynamics and use of the head. Readings in kinesiology pertaining to muscular alignment analysis. No previous dance experience required. Maximum enrollment, 20. Norton.

141-142F,S Performance. The study of dance through performance of a role in a main stage dance concert. Prerequisite, invitation of the department. One-quarter credit per semester. The Department.

180S Sound, Performance and Creativity. An introduction to the development and use of sound in its relationship to performance. Topics include creation of original sound structures, using vocal and body sounds as well as found objects; introduction to sound recording, editing and playback; aural analyses of material created in the class, as well as material from various historical periods, to develop a common musical language and to understand the structures and aesthetics of sound and music; creation of different types of non-traditional visual scores and their application for movement. Individual and group projects. No previous musical, dance or theatre experience required. Maximum enrollment, 16. Lloyd.

[201S] History of Dance. Study of the theatrical, social and ritual aspects of dance through cross-cultural comparisons among dance forms. Exploration and analysis of such historical issues as the evolution of dances, the struggle to preserve traditional dances and dance fusions in a global society. Lectures, discussions and films. (Writing-intensive.) No previous dance training required.

[203S] Movement Analysis. Observing, analyzing and recording movement using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigation of alignment techniques, movement behavior and kinesiological principles. No prior dance training required. Maximum enrollment, 15.

205S Kinesiology. An investigation of the musculo-skeletal system and use of bio-mechanical principles to improve efficiency of motor behavior. Emphasis on joint, muscular and alignment analysis. Lectures, discussions and practical application of movement concepts. No prior dance training required. Maximum enrollment, 30. Walczyk.

208S Martial Arts and Dance. An investigation into the relationship between martial arts and dance emphasizing the abstraction of movements of self-defense into dance. Relies on many cultures that utilize body awareness and movement efficiency through several systems including aikido, capoeira, chi kung, jeet kune do, kali, muay thai, northern shaolin, pa kua chang, silat and tai chi chuan. Prerequisite, any dance, athletic or martial art experience. Maximum enrollment, 20. Walczyk.

213F Intermediate Contemporary Dance. The study of contemporary dance incorporating technique and theory. Emphasis on alignment and efficiency of movement focusing on increasing strength and flexibility. May be repeated for credit. Prerequisite, any dance or athletic training. Maximum enrollment, 20. Walczyk.

215S Intermediate Ballet. Continuation of the study of ballet. Technique classes are combined with studies in kinesiology, dance theory and dance criticism. May be repeated for credit. Prerequisite, 102, 103 or 104, or consent of instructor. Maximum enrollment, 20. Norton.

250F Ballet in the Twentieth Century. Study of the history of ballet from the Imperial Ballet of the Tsars to the present. Study of Diaghilev's Ballets Russes, the Ballet Russe de Monte Carlo, New York City Ballet, American Ballet Theatre, the Royal Ballet of England and the Kirov and Bolshoi of Russia. Examination of aesthetic principles and their influence on the development of modern ballet. Study of dancers, choreographers, composers and visual artists associated with the ballet world. (Writing-intensive.) No previous dance experience required. Norton.

305F Composition. A study of the elements of choreography, emphasizing personal development in movement invention, phrasing and design. Improvisation, costume, set, props, music and technical theatre are introduced. Prerequisite, consent of instructors. Maximum enrollment, 20. Walczyk.

[307F] Choreography. The application of fundamentals from 305 to more complex choreographic work, incorporating set, props, costume and text. Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of instructor. Maximum enrollment, 20.

[308S] Advanced Martial Arts and Dance. A continuation of 208, emphasizing martial arts from Africa, Asia, Southeast Asia and South America. Students will study cultural background, history, philosophy and terminology along with practical application of movement theories. Prerequisite, 208 or consent of instructor. Maximum enrollment, 20.

313S Advanced Contemporary Dance. The study of contemporary dance incorporating technique and theory. Emphasis on performance techniques and ability to comprehend the conceptual framework of movement. Supplemental training in pilates, jazz and yoga. Guest artists invited each year to teach master classes. May be repeated for credit. Prerequisite, 213 or consent of instructor. Maximum enrollment, 20. Heekin.

315F Advanced Ballet. The study of classical ballet emphasizing style and performance quality in addition to technical mastery of the ballet vocabulary. Meets five times weekly. While out-of-class assignments are minimal, daily attendance, effort and consistent improvement in the technical and stylistic aspects of this art form are of critical importance. May be repeated for credit. Prerequisite, 215 or consent of instructor. Maximum enrollment, 20. Norton.

550F,S Senior Thesis. A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

560F,S Senior Performance/Choreography. A performance of dance works, the choreography of dance works or both. Substantial written component comprising research into the historical, theoretical and socio-cultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. The Department.

Digital Arts

Faculty
L. Ella Gant *(Art)*
Samuel F. Pellman *(Music)* (S)

The introduction of digital media into creative fields has changed the very nature of their study and production. Musicians, scientists, creative writers, film makers and visual and performing artists have developed multiple fluencies with digital media. This, in turn, has challenged the long-standing tradition of individual genius specializing in individual media and has made collaborative and cross-disciplinary work practically inevitable. The program in digital arts provides a formal framework for the exploration of these creative possibilities.

The minor in digital arts consists of five courses: either Introduction to Video (Art 213) or Music for Contemporary Media (Music 277); the Electronic Arts Workshop (Art/Music 377); two other courses chosen from the digital arts course list; and a fifth course chosen from either the digital arts course list or the related course list. Courses counted toward this minor cannot also be counted toward another concentration or minor.

Digital Arts courses:

Art
105 Design
213 Introduction to Video
313 Advanced Video

Dance
180 Sound, Performance and Creativity

Music
109 Theories of Music: Fundamentals
277 Music for Contemporary Media

Related courses:

College
300 The Art of the Cinema

Communication
310 Media Form and Theory

Music
253 Music in Europe and America Since 1900

Sophomore Seminars
210 The Physics of Musical Sound

Theatre
213 Lighting Design
236 Outrageous Acts: Avant-Garde Theatre and Performance Art

East Asian Languages and Literatures

Faculty
De Bao Xu, *Chair*
Hong Gang Jin
Masaaki Kamiya (F,S)
Yen-ching Lu
Kyoko Omori (F,S)
Minae Y. Savas
Cathy L. Silber
Ayako Tanemura

Special Appointments
Sayako Akamine
Shengjie Lu
Miaochun Wei

The East Asian Languages and Literatures Department offers courses in the Chinese and Japanese languages, literatures and cultures, a Chinese concentration and a study abroad program, Associated Colleges in China (ACC). Courses offered focus on language acquisition and introduction to the cultures and civilizations of both countries. As much as possible, the first-year courses are taught in the target languages, while the upper-level courses are conducted entirely in Chinese or Japanese. The Chinese concentration emphasizes work in the original language as key to understanding China and China-related issues aiming at and preparing students for further studies in graduate schools and professional careers in international trade, government service, diplomacy, private business, journalism and other related fields.

A concentration in Chinese consists of nine courses numbered 140 or higher, 150, 220, a 400-level course taken in each semester of the senior year and a required senior project (550). A civilization or cultural course offered by another department and concentrating on China may satisfy the 150 requirement. Consult the Chinese Program. A minor in Chinese requires five courses numbered 140 or higher, including 150, 220 and a 400-level course.

A minor in Japanese requires five courses. Those courses include at least three language courses beyond Japanese 120 (i.e., 130, 140 and 200) and one non-language course offered by the program. The fifth course may be either a language (220 and above) or a non-language course. Consult the Japanese Program.

Students of Chinese and Japanese are strongly encouraged to participate in study abroad programs in China and Japan. Students of Chinese are eligible for the ACC program. Students of Japanese have the opportunity to study abroad through such programs as Kyoto Center for Japanese Language (Kyoto), CIEE-Sophia University (Tokyo) and Nanzan University (Nagoya). Consult the Japanese Program for details.

To obtain departmental honors, students in Chinese must have an average of A- or better in all coursework in Chinese and must be a Chinese major. Students in Japanese must have an average of A- in all coursework in Japanese and must be a Japanese minor.

Study of the Chinese and the Japanese languages in the East Asian Languages and Literatures Department also satisfies the requirement of the Asian Studies Program. Students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language and culture studies with courses offered in Asian studies.

Students interested in beginning or continuing their Chinese or Japanese language studies should make an immediate start with the 100- or 200-level courses or consult with the department chair. All 100-, 200- and 300-level courses taught in English are open to juniors and seniors without prerequisites.

Associated Colleges in China

Administered by the East Asian Languages and Literatures Department, the program provides summer, fall and spring study in Beijing (Capital University of Economics and Business) with intensive coursework through individualized instruction with a high level of participation and interaction. The courses are taught entirely in Chinese and encompass topics including advanced language, Chinese politics, society, economics,

religion, art, folklore and literature. Unique features and activities of the program include the language pledge (speaking Chinese only), language practicum (individual projects conducted with local citizens), Chinese host families, Chinese language table, field trips in historically and culturally important sites outside of Beijing and extracurricular activities such as Taichi, Chinese food cooking, calligraphy, etc.

The courses taken with ACC will count toward the Chinese concentration requirement. However, students with concentrations other than Chinese should consult with the appropriate department for transfer of credit for the concentration.

The ACC Program is open to sophomores, juniors and first-semester seniors. It is in principle a full-year program (summer, fall and spring); however, applications may be made for any of the three sections. To be admitted, students must take at least two semesters of Chinese, a course on the culture and civilization of China and have the permission of the ACC director.

Chinese

110F First-Term Chinese. An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading and writing practice in classwork and homework. Jin and Y. Lu.

120S Second-Term Chinese. Continued work in speaking, listening and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 110. Jin and Y. Lu.

130F Third-Term Chinese. Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 120 or consent of instructor. Xu and Y. Lu.

140S Fourth-Term Chinese. Continuation of third-term Chinese. Development of spoken and written skills, as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional laboratory work. Prerequisite, 130 or consent of instructor. Xu and Y. Lu.

150F Introduction to Chinese Culture, Society and Language. A survey of both traditional and modern Chinese cultural norms and values through the examination of the people, land, history, philosophy, politics, society, economy, customs, literature and art, and language. Provides substantial knowledge on China and facilitates appreciations of the Chinese culture and civilization. Lectures and discussions. Taught in English. Xu.

200F Advanced Chinese I. Designed for students who wish to use the Chinese language beyond the everyday conversation level. Concentrates on subtleties of Chinese grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Four hours of class, with additional tutorial and laboratory work. Taught primarily in Chinese. Prerequisite, 140 or consent of instructor. Silber.

203S Women in Chinese Literature. Explores Chinese literature through the lens of gender, examining the ways women are represented in the Chinese literary tradition from ancient times to the present day — as trope, as voice and through their own writing in verse and prose. All readings and discussions in English. Silber.

205F Contemporary Chinese Cinema. Centers upon recent films made in Mainland China, Hong Kong and Taiwan. Topics include analysis of visual-aural spectacles and their aesthetic merits against a backdrop of materials that deal with historical conditions, ideological underpinnings, cultural practices and social-economic transformation in the era of globalization. All lectures and discussions in English. Silber.

210S History of Modern Chinese Literature. Examines the development of modern Chinese literature from May Fourth Movement (1919) to the present, focusing on fiction from Mainland China and writers from Taiwan, Hong Kong and

overseas. The primary goal is to familiarize students with as much of the most representative literary work of 20th-century China as possible and branch out to topics in historical, sociological and cultural studies and gender analysis. All lectures and discussions in English. The Chinese Program.

[215F] Chinese Literature in Translation. Study and analysis of pre-modern Chinese literature in English translation. Texts will be selected from far antiquity to the Qing Dynasty (1644-1911). Lectures will introduce authors, major genres and theories in their social and historical context, while tutorials will be spent reading and discussing samples of significant texts. Students will give oral presentations and keep abreast of prescribed readings. All lectures and discussions in English. (Same as Comparative Literature 215.)

220S Advanced Chinese II. Continuation of Advanced Chinese I, with emphasis on making the transition from textbook to an advanced level of competence for reading periodicals and journals in China. Discussion, written and oral work. Taught in Chinese. Prerequisite, 200 or consent of instructor. Silber.

[230S] Translation Workshop. The work of literary translation is intensely intellectual and deeply creative. Focuses on the theory and practice of translation by developing practical translation skills (from any language, but especially Chinese) by discussing translation exercises and individual translation projects. We will also read translation theory to better understand cross-cultural communication. While many of our examples and exercises will use Chinese, no knowledge of Chinese is required. (Writing-intensive.) Prerequisite, competence in any non-English language.

[238F] China's Greatest Novel. *The Story of the Stone* was written in the 18th century, when China was the largest and richest state in the world. This masterpiece of world literature offers what seems to be a realistic description of social life through intimate focus upon a wealthy extended family, with much to teach us about traditional Chinese culture. Yet the novel also questions the nature of truth and fiction, for the stone is magical, at once a boy, the amulet he was born with, the narrator and the novel itself. All readings and discussions in English. (Same as Comparative Literature 238.)

[320S] Chinese Press and Television. Study and analysis of selected multimedia materials from the Chinese press and television dealing with social conflicts between traditional Chinese values and Western influence, the old socialist system and new privatization, natural earthly life and modern technology. Oral presentation required; written and oral work. Taught in Chinese. Prerequisite, consent of instructor.

[360S] Readings in Modern Chinese Literature. Study and analysis of selected modern works from 1949 to the present within the sociopolitical and intellectual context. Discussion, written and oral work. Taught in Chinese. Prerequisite, 220 or consent of instructor.

400F The Changing Face of China. Study and analysis through selected journals and magazines. Students will examine aspects of the changing face of China, including in-depth coverage of population, housing and employment policies. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Y. Lu

420S Selected Readings in China's Post-Cultural Revolution Literature. Study and analysis of selected literary and cultural works from various schools of post-cultural revolution writers, including poetry, prose, short stories and novels from 1978 to the present. Lectures, discussions and written reports. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Jin.

430F Masterpieces of Chinese Literature. Reading and discussion of the masterpieces from Chinese literature including essays during the early Qin and Han dynasties, poetry and prose from the Tang and Song dynasties, the novels from the Ming and Qing dynasties. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Xu.

445S Classical Chinese Language and Culture. Study and analysis of selected readings from Confucian and Taoist classics and other literary, philosophical and historical texts. Attention given to linguistic analysis and intellectual patterns and to problems of translation. Taught in Chinese. Prerequisite, any 300-level course in Chinese or consent of instructor. Xu.

490S Advanced Readings in Chinese Literature, History and Philosophy. Continuation of the study of Chinese literature, history and philosophy. Attention given to the in-depth reading and analysis of selected texts. Taught in Chinese. Prerequisite, 445 or consent of instructor. The Chinese Program.

550 Senior Project. A research project using sources in Chinese culminating in a paper, designed by the student, in consultation with at least two members of the East Asian Languages and Literatures Department. Students are expected to develop analytical and linguistic skills in the Chinese language through culture study in upper-level coursework and/or study abroad. The Department.

552S Honors Project. Independent study programs, consisting of the separate preparation and oral defense of a paper, for students who qualify as candidates for program honors. Only students with an average of at least 88 in courses counting toward the foreign languages concentration at the end of the first semester of the senior year qualify. The Department.

Japanese

110-120F,S Elementary Japanese. Introduction to basic structures and vocabulary. Emphasis on oral communication, with practice in reading and writing, using the two syllabaries (hiragana and katakana) and about 100 Chinese characters. Credit given for completion of one term. Tanemura.

130-140F,S Intermediate Japanese. Completion of presentation of the basic structures of the language. Continued emphasis on oral communication, with practice in reading simple texts. An additional 500 characters will be introduced by the end of the term. Prerequisite, 120 or consent of instructor. Tanemura.

150F Introduction to Japanese Culture and Language. Surveys Japanese cultural norms and values via an examination of Japanese history, philosophy, religion, customs, literature and art, and language. Designed to provide substantial knowledge on Japan and to facilitate an appreciation of the Japanese culture and related issues. Taught in English. Savas.

200-220F,S Advanced Japanese. Increasing emphasis on written Japanese, with acquisition of an additional 500 Chinese characters. In the second term of the sequence, guided practice given in reading unedited modern texts. Prerequisite, 140 or consent of instructor. Savas and Tanemura.

[205S] Issues in Japanese Language. Language is an interface of various contexts and is interpreted in various ways. Investigates how gender and class affect communication among Japanese people by analyzing the similarities and differences between English and Japanese in grammatical perspectives. Topics include onomatopoeia, word classes (verbal nouns or adjectival nouns) and word orders. Explores the universality of language. Prerequisite, Japanese 110, Anthropology 201 or consent of instructor. (Same as Anthropology 205 and Comparative Literature 205.)

[221S] Noblewoman, Warrior, Monk and Merchant: Premodern Japanese Literature. For full description, see Comparative Literature 221.

[235S] Love, Family and Loneliness in Modern Japanese Literature. Although love has always been a central theme and impetus in Japanese literature, this course focuses on how Japanese writers of the modern period (late 19th century to the present) depict the struggles of modern Japanese over new concepts and forms of "love" and relationships. Readings include works by Natsume Soseki, Nobel prize-

winner Kawabata Yasunari, Tanizaki Jun'ichiro, Mishima Yukio, recent Nobel laureate Oe Kenzaburo and Yoshimoto Banana. Readings and discussion in English. (Same as Comparative Literature 235.)

[239F] Modern Life and War in Japanese Literature. To a global audience, Japan may be associated with images of both a brutal assailant during WWII and a symbol of peace as the only victim of A-bombings to date. In the postwar period, Japan has also come to be known as a technology giant. In either case, rapid modernization and technologization during the 20th-century have shaped the contours of Japanese society and culture. Explores the perspectives of people in 20th-century Japan through readings (and some films) ranging from mystery, science fiction and war (both pro- and anti-). Taught in English. No knowledge of Japanese language or history required. (Same as Comparative Literature 239.)

[263F] Deconstructing Orientalism: Representations of Japan in Popular Culture. For full description, see Comparative Literature 263.

[277F] Literary Rebels: Modern Women Writers of Japan. For full description, see Comparative Literature 277.

[356S] Japanese Film. For full description, see Comparative Literature 356.

401F Readings in Japanese. Reading in literary and non-literary modern texts and mastery of the remaining Chinese characters on the joyo kanji list of 1,945 characters. Prerequisite, consent of instructor. Savas.

402S Conversational Japanese. Designed for students who want to use the Japanese language in various contexts. Emphasis on conversations and the substantial knowledge of social and cultural aspects in Japan. Prerequisite, consent of instructor. Savas.

Economics

Faculty
Derek C. Jones, *Chair*
Erol M. Balkan
James Bradfield
Selcuk Eren
Christophre Georges
Paul A. Hagstrom
Elizabeth J. Jensen
Chung-Chin Eugene Liu
Andrew W. Nutting
Ann L. Owen
Jeffrey L. Pliskin (S)
Julio Videras
Stephen Wu (F,S)

Special Appointments
Nesecan Balkan
Stephen M. Owen

A concentration in economics consists of 101,102, 265, 275, 285 and four elective courses. Concentrators must complete a Senior Project in one of the ways described below. The Senior Project may be used as one of the four elective courses. The four elective courses must include at least two courses at the 400 level or above other than 426 and independent study (499) and cannot include both 251 and 330. Concentrators must complete 265, 275 and 285 by the end of the junior year so that they may apply these analytical tools in their 400-level courses. Additionally, 265, 275 and 285 must be taken at Hamilton. For purposes of fulfilling the requirements for the concentration, the department does not classify any transferred courses at the 400 level or above. See the departmental Web site for additional information on procedures for transferring credit for economic courses taken off-campus. Exemption from these requirements is granted only in unusual cases. All concentrators are strongly encouraged to take Math 113 or the equivalent. Beginning in the fall of 2007, Economics 275 will have Math 113 or the equivalent as one of its prerequisites. For students who have taken the sequence in mathematical statistics (Math 253 and 351), Economics 400 can be substituted for Economics 265 in the requirements for the major.

Students planning graduate work in economics should consult a member of the department for specific advice. They should take 400, selections from the other 400-level courses, 560 and obtain as strong a background in mathematics as possible. The sequence in calculus and linear algebra is required by virtually all good Ph.D. programs in economics; additional work in mathematics, such as courses in differential equations and real analysis, is strongly recommended. Students who plan to study for an M.B.A. should complete at least one semester of calculus and should consult "Information for Prospective M.B.A. Students," a document available at the Career Center Web site, for additional recommendations.

The Senior Project can be satisfied either by a Senior Thesis or by a project in a designated 400-level course. The Senior Thesis is a written report of a project containing original work. Students writing a thesis must enroll in 560 (Research Seminar). All 400-level courses that fulfill the senior project requirement will have two course numbers associated with them to distinguish seniors who are using the course to fulfill the senior project requirement from other students. To use the course to fulfill the senior project requirement, seniors must enroll in the version numbered between 470-489. Projects in designated courses require a paper or a series of papers demonstrating a mastery of advanced methods, an understanding of the scholarly literature on a topic, or an understanding of the evolution of important issues in the discipline.

Departmental honors will be awarded to concentrators who demonstrate superior performance in economics, as evaluated by members of the department. To be eligible for honors, a student must complete 400 and 560, have a grade point average of at least 88 for all courses taken in the department and write an outstanding Senior Thesis.

A minor in economics consists of 101, 102, 275, 285 and one additional economics course. If the student's concentration is in public policy, Economics 101, 102, 275 and 285 cannot count in both the student's concentration and the minor. These courses

will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the chair of the Economics Department in consultation with the director of the Public Policy Program.

Seniors may not preregister for Economics 101 but may add this course at the beginning of each semester, space permitting.

101F,S Issues in Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed; profit-maximizing behavior of firms under differing competitive conditions; pricing of factors of production and income distribution; taxation, discriminatory pricing and government regulation; theory of comparative advantage applied to international trade. Eren, Nutting and Videras (Fall); Bradfield, Eren and Nutting (Spring).

102F,S Issues in Macroeconomics. Gross domestic product; its measurement and the determination of production and employment levels; the role of the government in the economy, particularly fiscal policy; the money supply, monetary policy and inflation; foreign exchange rates. Prerequisite, 101. Liu (Fall); Jones and Liu (Spring).

230F Accounting. Study of the fundamental principles underlying financial accounting. Strong emphasis on understanding and analysis of companies' annual reports and the four basic financial statements included therein: balance sheet, income statement, statement of changes in stockholders' equity and statement of cash flows. Does not count toward the concentration or minor. Open to sophomores, juniors and seniors only. Not open to students who have taken 330. S. Owen.

251F Introduction to Public Policy. For full description, see Public Policy 251.

265F,S Economic Statistics. An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing and linear regression. Computer laboratory will make use of statistical software packages. 150 minutes of lecture and 75 minutes of laboratory. Prerequisite, 102 or consent of instructor. No previous experience with computers required. Not open to seniors. Hagstrom (Fall); Videras (Spring).

275F,S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing and income distribution. General equilibrium and economic efficiency. Prerequisite, 102. Beginning in the fall of 2007, Economics 275 will have Math 113 or the equivalent as an additional prerequisite. Not open to senior concentrators. Jensen (Fall); Bradfield (Spring).

285F,S Macroeconomic Theory. Theories of business cycles and economic growth. Theories of monetary policy, budget and trade balances, aggregate consumption and investment activity, unemployment, inflation, technological change and productivity growth. Prerequisite, 102. Not open to senior concentrators. Georges (Fall); A. Owen (Spring).

316S Globalization and Gender. Analysis of globalization and its impact on the economic experience of women. Topics include the definition of globalization with particular emphasis on economic globalization; restructuring in the industrialized economies; gender-related issues in the labor markets of industrialized countries, such as occupational segregation, wage gap, feminization of the labor process; structural adjustment; and case studies of female labor participation in the Third World. (Writing-intensive.) Prerequisite, 102. (Same as Women's Studies 316.) N. Balkan.

325F Comparative Economic Systems. A comparative analysis of economic systems and criteria for evaluation. An examination of market, command, mixed and market socialist economies. Emphasis on problems of transition in former communist countries and Japan and Germany compared to the United States. (Writing-intensive.) Prerequisite, 102. Jones.

331F International Trade Theory and Policy. Theoretical and empirical analysis of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists. Topics include the determinants of the pattern of international trade, immigration, foreign direct investment, the gains from trade, tariffs, quotas, voluntary export restraints, dumping, subsidies, trade-related intellectual property rights, international labor standards, trade and environmental issues, the WTO, customs unions, free trade agreements and trade adjustment assistance. (Writing-intensive.) Prerequisite, 102. Pliskin (Fall); Liu (Spring).

334S Economics of Immigration and Migration. A comprehensive analysis of the economics of immigration and migration with a special emphasis on the U.S. experience. Topics include the economic determinants of the immigration decision and the economic consequences of immigration for both the receiving and the sending countries. Theoretical and empirical analysis of current immigration policy issues. (Writing-intensive.) Prerequisite, 102. Eren.

340F Economic Development. Analysis of the process of development in third-world countries. Topics include alternative theories of development; growth, poverty and income distribution; unemployment, urbanization and migration; agricultural transformation; industrialization and trade; globalization of production; education and women in development; sustainable development; third-world debt crisis. (Writing-intensive.) Prerequisite, 102. E. Balkan.

346F Monetary Policy. A study of the goals, strategies and tactics of monetary policy. The interaction of the central bank with financial markets, the tools and the transmission mechanism of monetary policy, the money supply process, the structure of the Federal Reserve System and the international financial system. Emphasis on policy application. Prerequisite, 102 and 265 or Government 230. Maximum enrollment, 24. A. Owen.

347S Economics of Education. Theoretical and empirical examination of the role of education. Topics covered include theories of human capital and signaling, the private returns to schooling, social welfare benefits and role of the public sector in education, factors affecting educational productivity, and topics such as school choice, the class-size debate and labor markets of teachers. (Writing-intensive.) Prerequisite, 102. Nutting.

[350S] Economics of Poverty and Income Distribution. A study of domestic poverty and of government programs designed to address poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor and the design, purpose, financing and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty. Prerequisite, 102.

[355S] European Economic Integration. A rigorous analysis of the economic rationale for the European Union and the central theoretical and empirical issues raised by the process of European integration. Theories of custom unions and optimal currency areas with special emphasis on the monetary integration process within the Euro zone, the institutional setup of the European Central Bank and the convergence criteria for current and prospective candidate countries in Central and Eastern Europe within the vision of a united Europe. Prerequisite, 102.

360S Health Economics. An analysis of the economics of health and medical care, with particular emphasis on the provision of health care in the United States. Topics include the structure of public and private health insurance programs, financing the rising costs of medical care and the impact of health status on labor supply and retirement decisions. The course will relate these issues to current public policy debates surrounding the health care profession. (Writing-intensive.) Prerequisite, 102. Eren.

365S Economic Analysis of American History. An examination and explanation of the development of the American economy, focusing on the period from 1840

through World War II. Topics include the economics of slavery and share cropping, the rise of big business, railroads and economic growth, the development of banks and the causes of the Great Depression. (Writing-intensive.) Prerequisite, 102. Jensen.

[375F] History of Economic Thought. A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall and Keynes, with attention paid to historical context as well as relevance to current economic debates. (Writing-intensive.) Prerequisite, 102.

[380F] Environmental Economics. An examination of issues in environmental policy from the perspective of economic theory. Topics include the measurement of benefits and costs of curtailing pollution and preserving ecosystems, the design of public policies to improve environmental quality, and the examination of past and current environmental programs in the United States and their success. Also considers sustainable growth and issues of environmental equity. (Writing-intensive.) Prerequisite, 102 and 265 or Government 230.

[381S] Theories of Political Economy. Contending philosophies and perspectives in modern Western thought: conservatism, liberalism and radicalism. Competing politico-economic theories derived from these perspectives and their implications for contemporary policy issues, including government and markets, inflation and unemployment, race, gender, education, environment, poverty and inequality. Prerequisite, 101.

400F Econometrics. An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, functional form, dummy explanatory variables, binary choice models, heteroskedastic and autocorrelated disturbance terms, stochastic regressors and an introduction to simultaneous equation models. Three hours of class and 75 minutes of laboratory. Prerequisite, 265 or Mathematics 253 or 352. Pliskin.

425/470F Theory of Financial Markets. Application of microeconomic theory to describe optimal portfolio construction and the equilibrium risk/return tradeoffs in financial markets. Comparison of the capital asset pricing model, the arbitrage pricing model and various factor models on both theoretical and empirical grounds. Emphasis on evaluating financial markets against the criterion of economic efficiency. Topics may include corporate takeovers, insider trading, performance of mutual funds, use of options and futures contracts for hedging, and optimal capital structure. Prerequisite, 265 and 275 or equivalent, or consent of instructor. Senior concentrators who plan to complete their senior project in this course must take it as 470 and must receive consent of the instructor. Maximum enrollment, 30. Bradfield.

[426S] Seminar in Financial Economics. Using oral presentations supplemented by brief papers, students will evaluate and synthesize articles from the scholarly literature in financial economics. Most of the expositions will be by teams. Each student will also write a term paper analyzing the articles presented and placing those works in the wider contexts of financial economics and microeconomics. Emphasis on the generality of the application of fundamental principles of microeconomics to theoretical and empirical questions in financial economics. Prerequisite, 425 or consent of instructor.

[430/471S] Topics in Macroeconomics. An advanced treatment of selected topics of current interest in macroeconomics. Comparisons of different theoretical and empirical approaches to explaining recent recessions and trends in economic growth, unemployment, inflation and income inequality. Prerequisite, 265, 285 and Mathematics 113, or consent of instructor. Senior concentrators who plan to complete their senior project in this course must take it as 471 and must receive consent of the instructor. Maximum enrollment, 20.

432/472S International Finance. Survey of international financial markets in both theory and practice. Topics include optimal monetary and fiscal policy in an open economy and central banking; international financial markets for foreign exchange; Eurocurrencies and international bonds; the nature and operation of the principal international financial institutions; international debt issues and country risk. Prerequisite, 265, 275 and 285. Senior concentrators who plan to complete their senior project in this course must take it as 472 and must receive consent of the instructor. Maximum enrollment, 20. E. Balkan.

435/473S Industrial Organization Theory and Applications. Theoretical and empirical analysis of firm conduct with emphasis on firms in oligopolistic industries. Examination of conduct primarily, but not entirely, from a game theory perspective. Exploration of business practices such as product differentiation and advertising, research and development, and price discrimination. Prerequisite, 265 and 275 or consent of instructor. Senior concentrators who plan to complete their senior project in this course must take it as 473 and must receive consent of the instructor. Maximum enrollment, 20. Jensen.

438/474F Topics in Environmental Economics. A study of the distribution of environmental hazards across communities according to race, income and participation in the political process as well as sustainable development as a manifestation of inter-generational and inter-country equity concerns. We investigate fair trade and social responses toward sustainability using theoretical and empirical methods. Prerequisite, 265 or equivalent, and 275 or consent of instructor. Senior concentrators who plan to complete their senior project in this course must take it as 474 and must receive consent of the instructor. Maximum enrollment, 20. Videras.

440/475S Public Economics. Analysis of the role of government in the economy from both the expenditure side and the income (tax) side. Topics include the theory of optimal taxation; the effects of different tax schemes on firms, households and the government budget;, the provision of public goods such as highways, public education, national defense or parks; and the fundamentals of government budgetary policy. Prerequisite, 275. Senior concentrators who plan to complete their senior project in this course must take it as 475 and must receive consent of the instructor. Maximum enrollment, 20. Hagstrom.

[445/476F] Economic Growth. Why are some countries so rich while others are so poor? Examines the difference in living standards both across and within countries using both theoretical and empirical methods. Topics include the effects of income distribution, technology, population growth, international trade, government policy and culture on the level and growth of per capita income. Prerequisite, 265, 275, 285 and Mathematics 113 or consent of instructor. Senior concentrators who plan to complete their senior project in this course must take it as 476 and must receive consent of the instructor. Maximum enrollment, 20.

[450/477S] Economics of Information and Uncertainty. A study of economic behavior under conditions of incomplete information and uncertainty. Topics include problems of moral hazard and adverse selection in agency theory and signaling models, sequential games of incomplete information, bilateral bargaining and reputation. Applications include the market for used cars, optimal insurance contracts, financial bubbles, credit rationing, bank runs and the value of information. Prerequisite, 265, 275 and Mathematics 113 or consent of instructor. Senior concentrators who plan to complete their senior project in this course must take it as 477 and must receive consent of the instructor. Maximum enrollment, 20.

460/478F Game Theory and Economic Behavior. An introduction to theories of strategic behavior as they have been developed and applied in economics. Applications include strategic behavior in oligopolistic markets, auctions, wage bargains, trade policy, standards setting and the provision of public goods. Prerequisite, 265 and 275. Senior

concentrators who plan to complete their senior project in this course must take it as 478 and must receive consent of the instructor. Maximum enrollment, 20. Georges.

461/479S Application of Labor Economics. An advanced treatment of selected theoretical and empirical questions concerning labor markets. Prerequisite, 265 or consent of instructor and 275. Senior concentrators who plan to complete their senior project in this course must take it as 479 and must receive consent of the instructor. Maximum enrollment, 20. Nutting.

[462/480F] Economic Analysis of Human Resource Management Practices. Economic analysis of human resource management practices. Topics include the choice of the form of labor compensation (e.g., fixed wage, salary, piece rates and other forms of pay for performance), the effects on firm performance of employee involvement programs (e.g., self-directed teams) and of financial participation schemes (e.g., profit sharing and employee stock ownership) and the level and structure of executive compensation and corporate governance. As well as reviewing the existing literature of these topics, students will carry out their own econometric analyses of data. Prerequisites: 265 or consent of the instructor and 275. Senior concentrators who plan to complete their senior project in this course must take it as 480 and must receive consent of the instructor. Maximum enrollment, 20.

560S Research Seminar. Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Candidates for honors must complete this course. Prerequisite, 265, 275, 285, 400 and permission of the department. E. Balkan, Jones and Videras.

Education Studies

Faculty
Susan A. Mason, *Chair*
Esther S. Kanipe *(History)*

Special Appointments
Victoria J. G. Stockton Allen
Thomas Savas
Kim Wieczorek

The Minor

Characterized by an inquiry-oriented approach to the field of education, coursework in this interdisciplinary minor is integrated into, rather than separated from, the liberal arts curriculum of the College. This course of study is recommended for students who are interested in school administration, public policy and education, school counseling, design and development of curriculum, educational assessment, K-12 private school teaching, graduate studies leading to teaching certification and other related fields. Support from local public school districts allows students to complete upward of 120 hours of field experience in the elementary, middle and/or secondary school environments. Credit-bearing field experiences are directed and governed by the Education Studies Program Committee.

The five-unit minor in education studies consists of 350-full unit, 370 and three other approved courses, and culminates in a final exhibition and/or portfolio presentation completed during the spring semester of the student's senior year and evaluated and assessed by the Education Studies Program Committee. As each student's interests and needs are unique, specific course selection beyond the required 350 and 370 will be individually determined with guidance and approval from the director in consultation with members of the Education Studies Program Committee.

Other than education studies courses, no more than two courses from a single department may be applied toward the minor. Courses applied toward meeting concentration requirements may not be applied toward a minor in education studies. Credit gained in any section of Sophomore Seminar 260, Education in a Liberal Society, may be applied toward the minor. Placement for 370 is contingent upon the student achieving at least an 82 (B-) overall GPA and the approval of the director of the Education Studies Program.

200F Issues in Education. A formal exploration of the integrated practices of teaching and learning. Study of the role that system-wide assumptions play in establishing overall curricular and instructional goals and the roles that individual teachers and students play in determining how those goals are realized. Consideration of several contemporary educational issues from historical, philosophical, scientific, multicultural and pedagogical perspectives. Includes lecture, discussion and small-group interaction. Not open to first-year students. Savas.

205S Introduction to Disability Studies. An exploration of the interdisciplinary field of disability studies, including the problem of defining disability, the history of attitudes toward and treatment of persons with disabilities and the complex social and philosophical questions surrounding justice for persons with disabilities and their place within American society. Special attention to the perspective of persons with disabilities to issues of race, class, gender and sexuality, and to the differences in impairment. A formal internship is required and is graded as part of the course. (Proseminar.) Not open to first-year students. Savas.

220F American Sign Language and Deaf Culture. An introduction to the techniques and uses of American Sign Language (ASL). Study of deaf culture and the pedagogical role of ASL in the education of hearing-impaired and deaf learners. Maximum enrollment, 16. Allen.

230S American Sign Language and Deaf Culture: Intermediate. Intermediate level study of the techniques and uses of American Sign Language (ASL). Investigation of the unique characteristics of the American deaf culture. Special attention to the instructional opportunities and challenges encountered in K-12 public inclusive classrooms and other specialized learning environments. Prerequisite, 220. Maximum enrollment, 16. Allen.

310F,S Education Field Experience. Systematic examination, analysis and evaluation of education within a specific public school system. Focus on the intersection of factors including classroom instruction, school structures, public policies and decision-making prerogatives. Self-directed off-campus field experience. Must arrange own transportation. Open to students who have declared an education studies minor or consent of instructor. One-quarter course credit. Maximum enrollment, 20. Mason.

333S Principles of Instructional Communication. Study of theoretical and practical elements of classroom communication. Strategic approaches to the design, development and assessment of learner-centered interactions. Topics include planning and organizing instructional messages, adapting to learner styles, Socratic discourse, integrating communication technologies and teacher prerogatives. Experiential sessions and videotaping. Three hours of lecture and two of laboratory. Maximum enrollment, 18. Mason.

350F,S Ethnography of Learning Environments. Systematic observation of a specific learning environment. Examination of classroom discourse and the development and analysis of curriculum. Assessment of the effect social context and relationships have on the enactment of teaching and learning. Prerequisite, consent of instructor. Variable credit. Course must be taken for a full unit to be counted toward the minor in education studies. Maximum enrollment, 15. Mason.

369F History of Disability. For full description, see History 369.

370F,S Education Practicum. Applied field experience in a K-12 functional area, including classroom instruction, guidance counseling or school administration. Mentored activities with education professionals. Semester-long placements directed toward analysis and evaluation of educational theories in practice. Prerequisite, 350 and consent of director. Maximum enrollment, 15. Wieczorek.

395N Clinical Teaching Intensive Special Needs. Each student is assigned full-time teaching responsibilities, under supervision, in a setting with learners with intensive special needs. Includes extensive practicum experience with a focus on teaching and case management. Papers and attendance at weekly seminars required. Course available to students enrolled in the cooperative program at the New England Center for Children; earns two course credits with only one course credit counting toward requirements for the minor in education studies. Evaluated Satisfactory/Unsatisfactory.

English

Faculty
Catherine G. Kodat, *Chair*
Gillian Gane (F,S)
Naomi Guttman
Tina M. Hall
Doran Larson
Scott MacDonald
Vincent Odamtten
Onno Oerlemans
John H. O'Neill
Patricia O'Neill (F,S)
Emily Rohrbach
Kamila Shamsie
Nathaniel C. Strout
Katherine H. Terrell
Margaret O. Thickstun
Joseph R. Urgo
Steven Yao (F,S)

Special Appointments
George W. Bahlke
Austin E. Briggs, Jr.
Sharon Williams

The English Department offers two concentrations, one in the study of literature and one in creative writing.

Creative Writing

A concentration in creative writing consists of 10 courses: four workshops (215, 304, 305 and 419) and six courses in literature written in English:

1) 204 and 205;
2) at least one course in pre-1700 literature;
3) at least one course in literature from 1700-1900;
4) at least one course in post-1900 literature;
5) at least one additional course (which may be 150).

At least one literature course must be numbered 300 or higher. Either College 300 or one course in a foreign literature taught in the original language (and not used to complete the language requirement; see below) may be used as one of the six literature courses. Courses in expository writing (Writing 110 and English 310) do not count toward the concentration or minor in creative writing. Students may take no more than one creative writing workshop in a term. Transfer courses are not accepted as substitutes for the workshops.

Students who have not taken 150 must take 204 before taking 215. Alternative prerequisites (or direct AP placement) are not permitted for 215, 304, 305 or 419. Students who wish to concentrate in creative writing must take 215 by the end of the sophomore year. The Senior Program in creative writing consists of the Seminar in Creative Writing (419).

Students who have attained distinguished achievement in the concentration at the end of the junior year (normally a 90 average) may be invited to complete an honors project in the subsequent fall. Students must have taken three courses in creative writing by the end of the junior year in order to be eligible for honors. The department will recommend for honors students who receive an A- (92) or better on their honors project and who earn a cumulative average of 90 or better in courses taken for the concentration (the cumulative average of 215, 304, 305 and 419 must also be 90 or better).

A minor in creative writing consists of five courses: two courses in literature (which may include 150), 215, and either 204 and 304 or 205 and 305. Students concentrating in English literature may not minor in creative writing.

English

The concentration consists of 10 courses in literature written in English:

1) at least one course from among 204, 205 and 206;
2) at least two courses in pre-1700 literature;

3) at least two courses in literature from 1700-1900;
4) at least two courses in post-1900 literature;
5) at least one seminar, taken in the spring of the senior year
6) at least two additional courses (one of which may be 150).

At least four of the 10 courses (including the senior seminar) must be numbered 300 or higher. Either College 300 or one course in a foreign literature taught in the original language (and not used to complete the language requirement; see below) may be counted for the concentration. The chronological period for a course is stated at the end of its course description. A few courses do not fit into one of the chronological periods. The cross-listed courses 213, 285 and 379 fit into the post-1900 designation. Courses in expository writing (Writing 110 and English 310) and workshops in creative writing (215, 304, 305 and 419) do not count toward the concentration or the minor in English literature.

The Senior Program in English requires all concentrators to complete a 500-level seminar in literature during the spring of their senior year. These seminars may not be used to meet requirements 2-4.

The following are alternatives to 150 as a prerequisite for courses in literature: any writing-intensive course offered by the Department of Comparative Literature; French 200, 211 and 212; German 200; Hispanic Studies 200, 201, 210 and 211. Sophomores, juniors and seniors may take either 206 or 267 without a prerequisite. Students from any class year with AP scores of 4 or 5 may take the following literature courses without a prerequisite: 204, 205 (spring only), 206, 221, 222, 225, 256, 266, 267.

Students who have attained distinguished achievement in the concentration at the end of the junior year (normally a 90 average) may be invited to write an honors thesis. Students so invited will submit a proposal in the fall of the senior year; students whose topics are approved will complete the thesis in the spring. The department will recommend for honors students who receive an A- (92) or better on the honors thesis and who earn a cumulative average of 90 or better in courses taken for the concentration.

A minor in English literature consists of five courses: at least one course from among 204, 205 and 206; at least one course from among 222, 225 and 228; and three electives, one of which may be 150 and one of which must be at or above the 300 level. Students concentrating in creative writing may not minor in English literature.

A student considering certification in secondary education should complete 215 and either Writing 110 or English 310 in addition to the concentration requirements in English literature. Students seeking advice about teacher education may consult with Margaret Thickstun or Susan Mason.

Language Requirement

Concentrators in creative writing and English literature must fulfill a language requirement:

1) completion of two courses at the college level in a language other than English; or
2) completion of 221 and 293 (or equivalent courses in Old English and the history of the English language taken elsewhere and approved for transfer credit).

Courses taken to complete the language requirement may not be counted among the 10 courses for the concentration.

150F,S Introduction to Literary Study. The study, through intensive discussion and frequent essays, of a variety of texts, including representative examples of poetry, fiction and drama. Emphasis on techniques of close reading and developing a critical vocabulary appropriate for interpreting each genre. Topics for individual sections are printed in the preregistration materials. (Writing-intensive.) (Proseminar.) Open to first-year students only. The Department.

204F,S The Study of Poetry. Close reading of poems written in English from the Middle Ages to the present, with special attention to literary, social and historical influences and conventions that have defined the genre and its reception in various periods. Prerequisite, 150 or equivalent. (Writing-intensive in the fall.) Not open to senior concentrators. The Department.

205F,S The Study of the Novel. Forms of prose fiction since the 18th century. Attention to the primary structural features of the novel and the relations of narrative forms to social and historical contexts. Prerequisite, 150 or equivalent. Not open to first-year students and senior concentrators. The Department.

206F The Study of Drama. Drama in English from the Middle Ages to the present, with special attention to literary, social and historical influences and conventions that have defined the genre and its reception in various periods. Prerequisite, 150 or equivalent, or Theatre 110. Not open to senior concentrators. Strout.

209F Postcolonial Literature of South Asia. For full description, see Comparative Literature 209.

[213] Introduction to U.S. Latino/a Literatures. For full description, see Hispanic Studies 213.

215F,S Introductory Poetry and Fiction Workshop. Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. (Proseminar.) Prerequisite, 150 or 204. Not open to first-year students in the fall. The Department.

221F Introduction to Old English. Exploration of the language, literature and culture of early medieval England, from the Anglo-Saxon invasion through the Norman Conquest. Emphasis on reading and translating Old English prose and poetry, as well as developing an understanding of its cultural context. Culminates with a reading of *Beowulf* in translation (pre-1700). Prerequisite, 150 or equivalent. Terrell.

222F Chaucer: Gender and Genre. Examines how Chaucer engages and transforms prevailing medieval ideas of gender and genre. Particular emphasis on his constructions of masculinity and femininity in relation to themes of sex, religion, social power and narrative authority. Readings include *Troilus* and *Criseyde* and *The Canterbury Tales* in Middle English, as well as select medieval sources and modern criticism (pre-1700). Prerequisite, 150 or equivalent. Terrell.

224S Playwriting. For full description, see Theatre 224.

225S Shakespeare. Introductory survey of selected plays (pre-1700). Prerequisite, 150 or equivalent, or Theatre 110. Open to first-year students and sophomores only. Strout.

228S Milton. Study of Milton's English poetry and major prose, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the relations between the sexes and the purpose of education (pre-1700). Prerequisite, 150 or equivalent, or consent of instructor. Not open to first-year students. Thickstun.

[235F] Children of Empire. Examines the relations of literary forms like the Bildungsroman to the growth of the British Empire in the 19th century. Authors include Austen, Dickens, Eliot, Carroll, Hardy and Kipling (1700-1900). Prerequisite, 150 or equivalent. Not open to seniors.

255S The Marrow of African-American Literature. Exploration of the reasons and means by which African-Americans actively engaged in the production of literary forms to express their identities and unbroken spirits in the face of enslavement, exclusion and terror. Focus on the themes of abduction, separation, enslavement, resistance and the inscription of self on the emergent national culture. Readings from such writers as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Frances

Watkins Harper, Charles Chesnutt and W. E. B. Du Bois (1700-1900). Prerequisite, 150 or equivalent, or consent of instructor. Open to sophomores and juniors only. (Same as Africana Studies 255 and Comparative Literature 255.) Odamtten.

256S American Literature of the 19th Century. Survey of representative literary texts in their historical, social and aesthetic contexts. Attention to issues of access to the literary market and the cultural work of literature, particularly in figuring the rise of a distinctly American tradition. Readings from such writers as Cooper, Brown, Poe, Emerson, Whitman, Hawthorne, Melville, Douglass, Dickinson, Jewett, Clemens, Chestnutt and James (1700-1900). Prerequisite, 150 or 266, American Studies 201, or consent of instructor. Not open to students who have taken 257. Not open to seniors except with permission of the department. Oerlemans.

266F The Emergence of U.S. Modernisms. Effects of the international modernist movement on the literature of the United States from the beginnings of the 20th century to 1950. Attention to authors such as Anderson, Frost, Hemingway, Stein, Faulkner, Hurston, Moore and Ellison (post-1900). Prerequisite, 150 or equivalent, 256, or American Studies 201. Not open to seniors. Kodat.

[267F] Literature and the Environment. Surveys the history of environmentalist thinking as it has been reflected in literary texts. Examines key ideas of environmentalism and questions of representation, literary value and political relevance. Authors include Thoreau, Faulkner, Abbey, Lopez and Jeffers, as well as a few non-American writers. Texts include memoirs, essays, novels and poems (post-1900). Open to sophomores, juniors and seniors, and to first-year students with advanced placement.

285S Detective Story, Tradition and Experiment. For full description, see Comparative Literature 285.

[293F] The Making of English. History of the English language from its origins in Old English through its present-day proliferation into World English(es). Particular attention to how the internal development of English — its sound system, syntax, grammar and vocabulary — relates to political and cultural transformations among English-speaking peoples throughout history, and how the English language continues to provoke political and cultural controversy. Prerequisite, 150 or equivalent, or consent of instructor.

297S Introduction to Literary Theory. For full description, see Comparative Literature 297.

304F Intermediate Poetry Workshop. For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Prerequisite, 204 and 215. Maximum enrollment, 16. The Department.

305F,S Intermediate Fiction Workshop. For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Prerequisite, 205 and 215. Maximum enrollment, 16. The Department.

307S Contemplation and the Practice of Poetry. A creative writing workshop focused on the role of contemplative practice in artistic creation. Texts by Lewis Hyde, Anne Carson, Dickinson, Merwin and Rilke. In addition to two weekly meetings devoted to discussion and workshop, students will participate in a third meeting for yoga practice. Maximum enrollment, 16. Prerequisite, 215. Guttman.

[310F] Seminar in Expository Writing. Designed for students from any concentration who wish to improve their writing. Constant practice in composing a variety of essays. Drafts of essays are discussed in frequent peer tutorials. Other class meetings take up such matters as grammar, mechanics, audience, tone and style. (Writing-intensive.) Open to sophomores, juniors and seniors. May not be counted toward the concentration or minor in any department or program. (Same as Writing 310.)

311S Fields of Visibility: Science and Literature in European Romantic Thought. For full description, see Comparative Literature 311.

315F Literary Theory and Literary Study. Uses of structuralism, deconstruction, Marxism, feminism and theories of race, nation and sexuality in literary analysis. (Writing-intensive.) Prerequisite, a 200-level course in literature. Open to juniors and seniors only. (Same as Comparative Literature 315.) Larson.

319F Text/Image in Cinema. For full description, see Comparative Literature 319.

[323S] Middle English Literature. Medieval literature of Britain, primarily from the 14th century. Readings include Chaucer's *Troilus and Criseyde*, *Sir Gawain and the Green Knight*, *Pearl*, Malory's *Everyman* and selections from *Piers Plowman* and Arthurian texts (pre-1700). (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to first-year students.

[327F] English Renaissance Literature: 1550-1660. Study of selected non-dramatic works by such authors as Sidney, Spenser, Jonson, Donne, Wroth and Marvell. Emphasis on portions of Spenser's Arthurian epic poem *The Faerie Queene*. Attention to such thematic concerns as time and mutability, gender relations and the urbanization of London (pre-1700). (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to first-year students.

328F English Renaissance Drama. Study of plays by Shakespeare in conjunction with plays by such dramatists such as Marlowe, Jonson, Middleton and Webster (pre-1700). (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to first-year students. Strout.

[329F] "When God Shakes a Kingdom:" Literature of the Seventeenth Century. Addresses the role of religious issues in the literary life of mid-17th century England. Attention to devotional poetry and spiritual autobiography in light of debates about prayer, meditation and church practice; literary reworkings of Scripture; debates about women's preaching and religious autonomy; and literary and historical documents envisioning the implementation of God's kingdom on earth. Texts will range from self-defenses and personal narratives to lyrics, plays and epics. Authors will include English and colonial American writers (pre-1700). (Writing-intensive.) Prerequisite, a 200-level course in literature.

331F Sex Comedy: English Drama, 1660-1800. Study of selected plays performed on the London stage during the Restoration and 18th century. Works by such authors as Behn, Wycherly, Etherege, Congreve, Steele, Centlivre, Goldsmith and Sheridan. Topics include the ideology of the drama, the development of stock characters and the relationship of production to interpretation (1700-1900). (Writing-intensive.) Prerequisite, a 200-level course in literature or theatre. Not open to first-year students. J. O'Neill.

334S Seminar: The Eighteenth-Century Novel in England and France. Study of the novel as an emergent form in both its English and French contexts. Topics include the role of women as writers, readers and subjects of novels; the development of the genre; and the social context of the novel. Works by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Francoise de Graffigny, Choderlos de Laclos, Antoine Prevost, Marie Riccoboni, Samuel Richardson, Laurence Sterne and Voltaire (1700-1900). (Taught in English.) Does not fulfill the senior seminar requirement for the English concentration. Prerequisite, a 200-level course in literature. Open to juniors and seniors only. (Same as Comparative Literature 334 and French 334.) J. O'Neill and Stewart.

[335F] "Mad, Bad and Dangerous to Know:" Romantic Writers in Nineteenth-Century England. Study of the theory and practice of the major English Romantics, with special emphasis on the relations of poetry to environmental and social issues (1700-1900). (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to first-year students.

336F The Long Nineteenth Century in Britain. Study of a range of British poetry and prose from 1815 to 1900, spanning late Romanticism and the Victorian period. Texts considered in light of such topics as print culture, gender, class, subjectivity, reading audiences, the politics of reform and the colonial imagination. Authors may include Byron, Keats, Austen, Dickens, the Brownings, Tennyson, George Eliot, Hopkins and Hardy (1700-1900). (Writing-intensive.) Prerequisite, a 200-level course in literature. Rohrbach.

[353S] Anglo-American Modernism. Principal trends in Modernist literature written in the United States and the United Kingdom roughly from 1900-45. Examination of the contours of the primary tradition, as well as attention to counter-traditions that evolved alongside the accepted canon. Readings of poems, novels and stories by such writers as Yeats, Conrad, Joyce, Woolf, Eliot, Pound, Lewis, Ford, West and Loy will provide the context for understanding the larger trajectory of Modernism together with the opportunity for more detailed consideration of specific individual writers (post-1900). (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to first-year students.

[374S] The Hollywood Novel. A look at novels dealing with or set in Hollywood adaptations of novels to film. Students will write short screen adaptations from short fiction and work together as a team (or in teams) on digital video productions of one or more student screenplays (post-1900). (Writing-intensive.) Prerequisite, a 200-level literature course on narrative fiction and one of the following: 215, Art 213, 313, 377, or College 300. Open to juniors and seniors only.

[375F] Contemporary American Fiction. Study of short stories and novels by authors writing in the past 30 years, such as Barth, Acker, Hawkes, Morrison, Delillo, Mazza, Wideman, Anaya, Kingston, Proulx (post-1900). (Writing-intensive.) Prerequisite, a 200-level course in literature (205 or 266 preferred). Not open to first-year students.

[376S] Africana Literatures and Critical Discourses. A survey of literatures produced by writers from former European colonies in Africa and the Caribbean, with particular attention to literary and theoretical issues as well as responses to such developments as Negritude, feminism, Black Power, cultural syncretism, the Anti-Apartheid movement and globalization. Readings include poetry, fiction and drama by such authors as Achebe, Aidoo, Brink, Brutus, Lamming, Ngugi, Okri, Phillips, Soyinka and Walcott (post-1900). (Writing-intensive.) Prerequisite, a 200-level course in literature or Africana studies. Not open to first-year students. (Same as Africana Studies 376 and Comparative Literature 376.)

[378F] African-American Literature Beyond the Edge. A critical survey of literatures of conjuration, speculation, investigation and science fiction produced by African-American writers from the 19th century to the present. Includes works by such writers as Chesnutt, Sutton Griggs, W. E. B. Du Bois, Fisher, Chester Himes, Earnest Gaines, Octavia Butler, Walter Mosley, Steve Barnes, Jewelle Gomez, Samuel Delaney, Gayle Jones, Derrick Bell, Paula Woods, Tananarive Due and Nalo Hopkinson. (Writing-intensive.) Prerequisite, a 200-level course in literature or Africana studies. Not open to first-year students. (Same as Africana Studies 378.)

379S Latino/a Experiences in the United States. For full description, see Hispanic Studies 379.

[383S] Asian American Literature. Particular attention to poetry and prose by Chinese and Chinese Americans in response to their encounters with the U.S. Readings include translations of classical Chinese and Japanese poems to provide insight into the dominant views of Asian culture and society, translations of poems by detainees on Angel Island, the main site of entry for Chinese immigrants during the early 1900s, and poetry and prose written in English by Asian American writers with various cultural backgrounds (post-1900). (Writing-intensive.) Prerequisite, a 200-level course in literature. Not open to first-year students.

419S Seminar: Creative Writing. For students whose work and purpose have developed sufficiently to warrant advanced work in fiction, poetry or both. Individual projects leading to a final collection of writings in the form of a novel, a series of stories, a series of poems, a full-length play, a series of short plays or any equivalent combination of works in genres on which the student and instructor agree. Regular writing and reading assignments, as well as critiques in class. Prerequisite, 304 or 305. Open only to senior concentrators and, if there is room, senior minors. The Department.

[426F] English Renaissance Women Writers. Works by and about women written between 1550 and 1660, including plays by Shakespeare, Webster, Middleton and Elizabeth Faulkland; poems by Spenser, Mary Wroth, Amelia Lanyer and Anne Bradstreet; short prose by Bathshua Makin, Margaret Fell, Elizabeth Clinton and Elizabeth Joceline. Attention to the reception of women writers in their day and in literary history (pre-1700). (Writing-intensive.) Prerequisite, three courses in literature. Open to juniors and seniors only.

[427/527S] Seminar: Shakespeare and Spenser. Study of the treatment of such themes as time, justice and love in Spenser's poetic narrative *The Faerie Queene* and selected plays by Shakespeare. Particular attention to the effects of generic conventions (pre-1700). Prerequisite, three courses in literature. Open to juniors and seniors only.

428/528S Seminar: Muslims, Women and Jews: Alterity and Identity in the Middle Ages. How did medieval Christians perceive difference and define the boundaries of identity? Study of medieval literature dealing with disenfranchised populations within European Christian society (women and Jews) and those outside its bounds (Muslims). Readings by authors such as Chaucer, Margery Kempe and John Mandeville, as well as anonymous dramas and crusade romances and modern criticism. Particular consideration of literary and cultural contexts, including sermon stories, histories, medical and legal texts, polemics and religious tracts (pre-1700). Prerequisite, three courses in literature. Open to juniors and seniors only. Terrell.

435/535S Seminar: Jane Austen: Text and Film. Close reading and discussion of Austen's six major novels and some of her minor works and juvenilia. Attention to questions of genre raised by treatments of the novels in film and television productions (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. J. O'Neill.

436/536S Seminar: Architecture and Memory in the Nineteenth-Century British Novel. Considers intersections of time and space in representations of architecture by putting the novels in dialogue with non-fiction prose works of the period related to monuments and improvements. Readings include recent critical reflections on these political, historical, cultural, subjective and aesthetic issues including novels by Austen, Charlotte Bronte, Dickens, Eliot, Hardy and James (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Rohrbach.

[444/544S] Seminar: Decadence and Degeneration: Literature of the 1890s. Consideration of the many new genres and literary experiments that marked this period of transition between the Victorian and Modern periods. Authors include Morris, Wilde, Gissing, Wells and West (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only.

447F Seminar: Joyce. *A Portrait of the Artist as a Young Man*, readings in *Finnegans Wake*. Major emphasis on Ulysses (post-1900). Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. Briggs.

449F Seminar: Virginia Woolf. Close readings and discussion of the novels from *The Voyage Out* through *Between the Acts*, as well as *A Room of One's Own* and a selection of Woolf's essays (post-1900). Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. Bahlke.

459/559S Seminar: TransAtlantic Romanticisms. Exploration of Romantic ideologies in 19th-century texts from England, the United States and Canada.

Discussion of nationalism, nature, individualism and imagination as they appear in select literary texts. Attention to the paradox of influence in asserting national difference (1700-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Oerlemans.

462/562S Seminar: Willa Cather. Study of the life and close reading of the book-length works published during Cather's professional writing career, including *O Pioneers!, My Antonia*, *The Professor's House* and *Death Comes for the Archbishop*. Although attention will be paid to Cather's major themes — ideas of gender, images of art and faith, the experience of migration — the seminar format will encourage the tracing of less-central, but recurring, motifs in the fiction (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. Urgo.

[463/563S] Seminar: The Pound Era. Examination of the age of Modernism through the efforts of one of its most influential and controversial figures: the poet, promoter, polemicist and propagandist Ezra Pound. Readings of poetry and fiction from the period by such writers as T. S. Eliot, H.D. and James Joyce. Discussion of such issues as the poetic movements of Imagism and Vorticism, translation as a form of Modernist expression, the role of history in literary discourse, the relationship between poetry and politics, questions of formal innovation and the question of American poetic identity (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only.

[465/565S] Seminar: Faulkner and the South. Study of Faulkner's major novels in the context of the ongoing effort to write the South. Selected readings from authors such as Twain, Harris, Toomer, Newman, Scott, Porter, Bontemps, O'Connor, Welty, Morrison and McCarthy (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only.

[468F] Seminar: T. S. Eliot, Robert Lowell and Sylvia Plath. Traces the shift from Eliot's belief that poetry should be impersonal through Lowell's creation of the confessional mode in poetry in his *Life Studies* and its continuation in the work of his student, Sylvia Plath. Attention to the lives of these poets and a careful reading of their major poems, including *The Waste Land* and *Four Quartets* (TSE), *The Quaker Graveyard in Nantucket* (RL) and *The Colossus* (SP) (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only.

[473/573S] Seminar: Major African Writers. A comprehensive comparative investigation into works by two or more contemporary African writers. Attention to theoretical and practical questions of ideology, genre, language, gender, class and geographic region to determine the multiple articulations among authors, texts and audiences (post-1900). Prerequisite, three courses in literature or consent of instructor. Open to juniors and seniors only. (Same as Africana Studies 473 and Comparative Literature 473.)

[474/574S] Seminar: Major African-American Writers. An in-depth critical investigation into the selected works of at least two contemporary African-American writers. Focus on the theoretical and practical questions of genre, language, gender, class and ideology to determine the multiple articulations among authors, texts and audiences, including non-African-American ones (post-1900). Prerequisite, three courses in literature. Open to juniors and seniors only. (Same as Africana Studies 474 and Comparative Literature 474.)

500S Honors Thesis. Independent study for honors candidates in English, culminating in a thesis. The Department.

550F Honors Project. Independent study for honors candidates in creative writing. The Department.

English for Speakers of Other Languages

Barbara T. Britt-Hysell, *Coordinator*

English for Speakers of Other Languages (ESOL) is a program that provides a variety of services to a broad range of students for whom American English is not their first or native language. The program supports the various skills, abilities and proficiencies of students who are fluent or functional bilinguals. We aim to capitalize on the strengths of how culture and language factors affect learning, speaking, listening and reading as well as the writing process and the evaluation of academic writing. Activities and services include a weekly radio show, conversation tables, and interactive Web site, on-going tutorial assistance and the two courses listed below.

Fundamentals of Composition I and II are designed to assist ESOL students in sharpening their writing skills for college-level work in all academic disciplines. Both courses focus on teaching students how to organize standard academic essays and how to form clear, coherent arguments at the college level. Fundamentals of Composition II is open to all students. Both provide regular academic credit toward graduation requirements and satisfy the College-wide requirements of writing-intensive courses.

101F Fundamentals of Composition I. Readings and writing in a variety of subject areas and disciplines to deepen understanding of Standard American English; to enhance the ability of expression in college-level writings, such as essays, examinations and research papers; to expand vocabulary and increase speed of comprehension and writing in English. (Writing-intensive.) Limited to first-year students. Maximum enrollment, 10. Britt-Hysell.

102S Fundamentals of Composition II. Writing 102 generally follows the format of 101 and is open to all students whether they have taken 101 or not. Focus on American culture, particularly as seen through film. (Writing-intensive.) Maximum enrollment, 10. Britt-Hysell.

Environmental Studies

Faculty

Onno Oerlemans, *Chair (English)*
Peter Cannavò *(Government)*
Eugene W. Domack *(Geosciences)*
Katheryn H. Doran *(Philosophy)*
Michael McCormick *(Biology)*
William A. Pfitsch *(Biology)*
Todd W. Rayne *(Geosciences)*
Richard H. Seager *(Religious Studies)*
Julio Videras *(Economics)*

Environmental studies concerns human interaction with the world in which we live. The Environmental Studies Program offers an opportunity to explore that interaction from a variety of perspectives and using the tools of different academic disciplines. A number of departments contribute courses in this interdisciplinary field.

The concentration in environmental studies encourages both interdisciplinary breadth and divisional focus. Students work closely with faculty advisors to develop an individualized plan of study.The concentration consists of 13 courses: four introductory foundation courses (including 150 and 250), three core courses within one of three separate divisional tracks (humanities, social sciences and natural sciences), four electives chosen from a course list in the focus track an elective from one of the non-focus divisional tracks and 550, the Senior Project. A complete description of the Senior Project is available from members of the advisory committee. A maximum of four credits may be transferred into the concentration from study off-campus with prior approval. Students who have earned a B+ (88) average in courses toward the concentration may receive honors in environmental studies through distinguished work on the Senior Project.

The minor in environmental studies consists of five courses, including 150 and four electives, three chosen from courses with an explicit environmental focus (indicated by an ★ in the lists that follow), one of which must be above the 100 level and one chosen from any course listed below.The four electives must include at least one course from within and one course from outside the natural sciences. A student may count at most two courses from a single department toward the minor. A student may count for the minor at most two courses from programs away from Hamilton. A score of 4 or 5 on the AP Environmental Science exam may allow a student to place out of 150; it may not be used as a credit toward the environmental studies concentration or minor.

The requirements for the environmental studies concentration are:

1. Four foundation courses, which should be taken by the end of sophomore year and must be taken before the completion of the junior year:

   Environmental Studies
   150 Society and the Environment
   250★ Interpreting the American Environment

   Geosciences
   Principles of Geoscience: One of:
   103★ Geology and Human Events in Africa
   105★ Global Environmental Change and Wilderness
   110★ Geology and the Environment
   112★ Ocean Science

   Government
   285★ Introduction to Environmental Politics

2. One of the following groups of three core courses in chosen track before the end of the junior year:

Natural Science

Biology 110 or 115	**Principles of Biology: Organismal or Biology: Fundamentals and Frontiers**
Biology 237*	**Ecology**
Chemistry 120 or 125	**Principles of Chemistry or Principles of Chemistry: Theory and Applications**

Humanities

English 267*	**Literature and the Environment**
Philosophy 235*	**Environmental Ethics**
Religious Studies 118*	**Religion and Environmentalism**

Social Science

Economics 380*	**Environmental Economics** (prerequisite 102 & 265)
Government 116	**The American Political Process**
Government 287*	**Political Theory and the Environment**

3. One course from a non-focal track selected from courses with an explicit environmental focus (indicated by an asterisk) in the core and elective lists, before the end of junior year.

4. Four elective courses from the following track lists by the end of senior year. Concentrators in the natural science track must elect courses from either the biology list or geosciences list.

Natural Science Biology: Four courses from the following:

Biology

180 Tropical Field Studies
213* Marine Biology
221 Microbiology
228 Invertebrate Biology
248 Genes and Genomes
260* Geomicrobiology
331 Vertebrate Physiology
340 Plant Physiology
437* Tropical Field Ecology

Chemistry

190 Organic Chemistry I
265 Inorganic Chemistry and Materials

Natural Science Geosciences: Two courses from Geology 209, 211 and 222 plus two other electives from the following:

Chemistry

190 Organic Chemistry I
265 Inorganic Chemistry and Materials

Geosciences

209* Hydrogeology
210* Glacial Geology
211 Sedimentary Geology
222* Earth's Climate: Past and Future
236* Soils and the Environment
240* Meteorology
285* Antarctica and Global Change
295 Geology of Tasmania
309* Advanced Hydrogeology and the Environment
370* Coastal Geology and Environmental Oceanography

Sophomore Seminar
221★ Global Warming: Is "The Day After Tomorrow" Sooner Than We Think?

Humanities: Four courses from the following:

American Studies
201 Introduction to American Studies

Anthropology
243 North American Prehistory

Art History
151★ Architecture and the Environment
152 Proseminar in Art History

Communication
285★ Rhetoric and the Environment

Comparative Literature
311★ Fields of Visibility: Literature and Science in European Romantic Thought

English
335★ "Mad, Bad and Dangerous to Know:" Romantic Writers in Nineteenth-Century England

History
241 American Colonial History
251 Nineteenth-Century America

Philosophy
111 Contemporary Moral Issues
310 Philosophy of Science

Religious Studies
179 Introduction to Indigenous Spirituality and Religion
208 The Dao and Its Power
320★ Environmentalism as Metaphor: Spirit, Nature and Civilization in Industrial and Post-Industrial America
322 Topics in Indigenous Studies: Contemporary Haudenosaunee Ethnohistory

Social Sciences: Four courses from the following:

Anthropology
243 North American Prehistory
249 The Archaeology of Continental Discovery
440 Senior Seminar in Cultural Anthropology

Government
230 Data Analysis (or Economics 265)
345 Ethics and Public Policy
363★ Political Economy of Development

Philosophy
310 Philosophy of Science

Public Policy
251 Introduction to Public Policy

Sophomore Seminar
200 Globalization
220★ Forever Wild: The Cultural and Natural Histories of the Adirondack Park

221* Global Warming: Is "The Day After Tomorrow" Sooner Than We Think?
232* Politics and Place: New York City and New Orleans in Times of Crisis
280 The Historical and Intellectual Foundations of Property and Its Relationship to Freedom in Modern States

5. 550 Senior Project.

150S Society and the Environment. An introduction to environmental studies. Emphasis on scientific understanding of the causes and implications of, and potential solutions for, problems that result from human abuse of the environment. Several current environmental problems examined within scientific, historical, sociological and economic contexts. (Same as Biology 150.) The Program.

250F Interpreting the American Environment. A survey of responses to and interpretations of the American landscape. Key texts include: Carolyn Merchant, ed. *Major Problems in American Environmental History*, William Cronon, *Changes in the Land*, Roderick Frazier Nash, *Wilderness and the American Mind*, Thoreau, Walden and Aldo Leopold, *Sand County Almanac*. Puts contemporary enviromentalism in a historical and geographical perspective. Emphasis on changing notions of wilderness, urban development and the cultural contexts of expansion and development. Oerlemans.

286S Environmental Justice: Law and Policy. An overview of the environmental justice movement from both the policy and legal perspective. Reviews the origins and history of the movement, analyzes the evidence of inequitable distribution of environmental risks and benefits, examines causation theories, explores critiques of the movement and evaluates the effectiveness and acceptability of legal and non-legal solutions. Also explores environmental justice in other contexts, such as international development and transportation planning. The Program.

[550F] Senior Project. An independent study developed in consultation with a faculty advisor and the environmental studies advisory committee to explore in detail an environmental topic, culminating in a substantial research paper and oral presentation. The Program.

Foreign Languages

A concentration in foreign languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses and one 300-level course in each.

Students may combine courses from Classics (Greek, Latin); East Asian Languages and Literatures (Chinese, Japanese); German and Russian Languages and Literatures/German Studies (German); French; Russian Studies (Russian); and Hispanic Studies (Spanish). The combination may be departmental or interdepartmental. Students wishing to count other languages or work done at other institutions toward the concentration must receive approval from the chair of the appropriate department. All concentrators in foreign languages will be required to pass language proficiency tests in two foreign languages. Additional requirements for an appropriate senior or honors program will be set by the chairs of the departments of concentration.

Besides a broad program of language study on campus, the College administers study abroad programs in China, France and Spain. In addition, Hamilton is a member of the American Collegiate Consortium Exchange Program for study in Russia and other republics of the former U.S.S.R., as well as of the Intercollegiate Center for Classical Studies in Rome and the American School of Classical Studies in Athens. (For further information, see "Academic Programs and Services.")

Students are advised to begin, or continue, their study of a foreign language early in their college career. Instruction in the following languages is offered at Hamilton:

Chinese (see East Asian Languages and Literatures)

French (see French)

German (see German and Russian Languages and Literatures/German Studies)

Greek (see Classics)

Japanese (see East Asian Languages and Literatures)

Latin (see Classics)

Russian (see Russian Studies)

Spanish (see Hispanic Studies)

French

Faculty
John C. O'Neal, *Acting Chair*
Martine Guyot-Bender (JYF)
Roberta L. Krueger
Cheryl A. Morgan
Joseph E. Mwantuali
Joan Hinde Stewart

Special Appointment
Laurence Lemaire

A concentration in French consists of nine courses numbered 140 or higher, including 200; 211 or 212; 250 or 280; two 400-level courses; and two electives at the 300 or 400 level. An additional quarter-credit course, 395, is also required in the senior year. Any history, civilization or culture course offered by another department and concentrating specifically on France or another Francophone country satisfies the 250-280 requirement but will not count as one of the nine concentration courses.

During their senior year, concentrators in French must: 1) enroll in at least one 400-level course during both the fall and spring semesters; one of these courses must focus on a period before 1800; 2) complete a one-quarter credit course, 395; 3) complete a substantial research paper in a 400-level course, normally in the spring semester; 4) participate in an assessment of their oral proficiency in an interview conducted by outside examiners early in the spring semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year. A complete description of the Senior Program is available in Christian Johnson 202.

To attain honors in French, students must have an average of A- or better in all coursework in the department and must, during the spring semester of their senior year, complete a third course (550) with an average of A- or better on both the required paper and the oral defense. Candidates for honors are exempt from writing a research paper in their required 400-level class; they will fulfill all other requirements of the class.

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300 level or higher.

Hamilton College Junior Year in France

After a preliminary orientation in Biarritz and Paris, students register at the Université de Paris III. In consultation with the director, they select a program of four courses per semester from those offered at Paris III or at other institutes such as the Institut d'Etudes Politiques, the Institut Catholique and the Ecole du Louvre. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The director makes specific course information available to students as soon as possible. Many varied courses in art history, economics, French language and literature, history, music, philosophy, political science, sociology and theatre are offered. Students are urged to take at least one semester of a language class and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses offered in 2006-07 is contained in the program's catalogue.

All courses taken with the Hamilton College Junior Year count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton College Junior Year in France is for a full academic year. The department believes that far greater linguistic and cultural benefits are gained from an academic year in France than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program.

A semester option is available, however, to pre-med students, students majoring in the sciences (including mathematics and computer science) and students whose academic plans necessitate attending another semester program in another country.

110F First-Term French. A thorough grounding in speaking, writing, reading and comprehension. Textbook readings and exercises supplemented by short texts and films. For students with no prior experience in French. Four hours of class, session with a teaching assistant and laboratory work. Intended for beginners. First-year students who follow the sequence through 140 may qualify for the Junior Year in France Program, with consent of the director. Lemaire.

120S Second-Term French. Increased instruction in aural comprehension, speaking, reading and writing. Students engage in more in-depth conversation and writing assignments about everyday life and cultural topics related to French-speaking areas around the world. Four hours of class, with additional independent drill and laboratory work as well as Internet exploration. Prerequisite, 110 or placement in 111/120. Although a natural continuation of 110, 120 can be taken independently. First-year students who follow the sequence to 140 may qualify to attend the Junior Year in France. Lemaire.

130F,S Communication in Francophone Cultural Contexts: Intermediate French I. The diversity of the French-speaking world will provide the material for students' active engagement and greater proficiency in speaking, comprehending, reading and writing French. Review basic grammar, oral practice and conversation, readings in contemporary social issues. Incorporates texts, films and other activities as the basis for discussion, debate, exposés and short compositions. Three hours of class and session with teaching assistant. Prerequisite, 111, 120 or French placement exam. O'Neal.

140F,S Communication in Francophone Cultural Contexts: Intermediate French II. Further venture into the French-speaking world, as students gain increased proficiency in understanding, speaking, reading and writing French while continuing to review basic grammar. Students will work on a variety of topics which may be based on French television, film, the Web, short fiction or drama. Special focus on oral presentation and composition. Three hours of class and session with teaching assistant. Prerequisite, 130, placement exam or consent of instructor. Krueger.

200F,S Introduction to French Studies. Draws upon students' previous study of the language to focus on improving their oral and written argumentation skills. Grammar is presented in context. The fall sections read contemporary popular writing (the *roman policier*, for example) and view a number of films concerning modern French culture and history. (Writing-intensive.) Prerequisite, 140 or placement exam. Three weekly sessions (including one discussion session with a teaching assistant). Morgan (Fall); Mwantuali (Spring).

211F Introduction to French Literature I. Examines representative works of literature from 1800 to the present within their sociopolitical and intellectual context. Special attention given to literary analysis and developments in the novel. Students will participate in daily class discussion, present exposés on works of their choice and work on improving their written argumentation through revision of written assignments. (Writing-intensive.) (Proseminar.) Taught in French. Although not a prerequisite, 200 is strongly recommended; otherwise placement exam results or consent of instructor. Mwantuali.

212S Introduction to French Literature II: The Emergence of Individualism. Study of representative genres from the Middle Ages to 1800: the epic, romance, the lai, lyric poetry, theatre and prose fiction. Focus on problems and techniques of literary analysis. Class discussion, oral presentations and papers. (Writing-intensive.) (Proseminar.) Taught in French. Although not a prerequisite, 200 is strongly recommended. Krueger.

[250F] Exploring Contemporary France. Presentation and analysis of a variety of perspectives on 20th-century France, including geography and history; regionalism; religions and cultures; evolution of France within the European context and world politics; socio-political groups; and popular culture. Class material includes documentaries, films and electronic media sources, as well as more traditional material. Students conduct semester-long research to be presented at the end of the semester. (Proseminar.) Prerequisite, 140 but 200 is strongly recommended.

[252] Remembering the Past, Reassessing the Present. Using as a point of departure Pierre Nora's monumental *Les Lieux de mémoire*, this course will focus on many of the crucial places, times and events, the memory of which has become part of the French collective consciousness. These have not only shaped France's past but have also given rise to its contemporary culture. Oral presentations and written papers. (Proseminar.) Prerequisite, 200 or consent of instructor.

280F Francophone Cultures. An introduction to cultures of French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Topics include the history of slavery, colonization and neo-colonization; literatures; sculptures, masks, paintings; fashion; and cuisines. Discussion based on readings, films and presentations by native informants. Taught in French. Although not a prerequisite, 200 is strongly recommended. Instructor's consent required for those returning from study in France. Mwantuali.

[295S] Advanced Composition and Oral Practice. Current events in the francophone world provide the basis for class discussions. Oral exposés and short papers. Particularly intended for students who wish to hone their speaking and writing skills before study abroad. Taught in French. Prerequisite, 200 or consent of instructor.

334S Seminar: The Eighteenth-Century Novel in England and France. For full description, see English 334.

373S Special Topics: The French Intellectual Tradition. A chronological and highly interdisciplinary approach, beginning with the Middle Ages and following the development of intellectuals in France down to our own modern times. Authors include Abélard and Héloïse, Montaigne, Descartes, Pascal, Voltaire, Diderot, Rousseau, Tocqueville, Camus, Foucault and Furet. Works studied will allow for class discussions of fundamental questions in such diverse disciplines as philosophy, religion, education, political science, sociology, anthropology and the history of science and medicine. Prerequisite, any 200-level course above French 200. O'Neal.

395F Stylistics, Critical Approaches, Research Methods. Review of essential elements of French style, examination of selected critical approaches used in the writing of cultural and literary studies, survey of methods of library and electronic research and bibliography. A quarter-credit course that prepares senior concentrators to write a major paper in a 400-level course in the spring. Open to senior concentrators only. Required for the concentration. The Department.

403F In Her Own Voice: French Women Writers of the Middle Ages and the Renaissance. Analysis of works by women in France during the first 1,000 years of French literary history. Authors include Radegund, Dhuoda, Héloïse, Marie de France, the female troubadours and *trouvères*, Marguerite Porete, Christine de Pizan and Louise Labé. Topics include the problem of female voices in manuscript culture; women's roles in convents, courts and the family; spirituality and heresy; sexuality and desire; changing ideas of honor; female authors' critique of misogyny and their rewriting of courtly and clerical models. Oral presentations and written projects. Taught in French. Prerequisite, 211 or 212. Krueger.

[406S] Comic Visions in French Literature from the Fabliaux to Figaro. Analysis of comic perspectives on society, language and literature from Old French farce through the early modern period. Works and authors include Aucassin et Nicolette, selected fabliaux, the *Farce de Maistre Pathelin*, Marguerite de Navarre,

Rabelais, Molière and *Le Mariage de Figaro*. Taught in the original French or in modern French translation when appropriate. Prerequisite, 211 or above, or consent of instructor.

408F The Passions of the Soul. Combines an introduction to 17th-century French culture and society with an analysis of the period's thinking on manners, morals, ambition, spiritual devotion, duty, self-love, hypocrisy and animal souls. Special attention to the role the passions play for this age in the works of authors such as Descartes, François de Sales, La Bruyère, La Fontaine, La Rochefoucauld, Mme de Lafayette, Molière, Pascal and Racine. Prerequisite, 211, 212 or consent of instructor. One 300-level course is strongly recommended. O'Neal.

[409F] Masters of French Classical Comedy. Discussion of the comical elements in several masterpieces by Molière, Marivaux and Beaumarchais serves as the point of departure for analysis of the society and culture of 17th- and 18th-century France. Prerequisite, 211 or above, or consent of instructor.

[410F] Bewildered, Befuddled and Benighted: The Enlightenment's Poetics of Confusion. Paradoxically, and for a variety of reasons, 18th-century French literature often represents order through disorder, sociability through confinement and clarity of thinking through confusion. Absolute certainty and dogmatic thinking are rejected in favor of a more nuanced approach to knowledge. Authors include Marivaux, Crébillon, Voltaire and Diderot. Rousseau, Laclos and Sade will be used to illustrate the possible consequences of this kind of enlightenment. Prerequisite, one 300-level literature course. Open to juniors and seniors or by consent of instructor. (Next offered 2007-08.)

[415S] Out in the City: Nineteenth-Century Paris. Examination of the ways in which an increasingly modern Paris looms large in the 19th-century imagination. Explores developments in the arts (painting, caricature, photography and the first moving images) and writing (the press and prose fiction) to examine topics such as money, pleasure, alienation, *flânerie*, fashion, social class and gender within the context of urban renewal and decadence. Attention to the historical and social geography of 19th-century Paris complements close readings of writers such as Balzac, Girardin, Flaubert, Baudelaire, Zola and Huysmans. Prerequisite, one 300-level course or consent of instructor.

420S Reviewing the Nineteenth-Century Classics: From Novel to Film. Selected "classic" 19th-century novels and the films they have inspired. While examining the place these novels occupy in the French cultural record, our perspective will also be comparative as we examine the modalities of each medium in terms of techniques and structures. How did these fictions represent French society and history, and how, in turn, does cinema translate these 19th-century novels? Authors may include Balzac, Hugo, Flaubert and Zola. Taught in French. Prerequisite, one 300-level course or consent of instructor. Morgan.

[435S] Picturing War in Twentieth-Century France. Examines various representations of the wars that have marked 20th-century France. As tragic as wars are, they inspire texts in an unlimited variety of formats and tones (tragic, ambiguous, mundane and comical) that respond to specific needs and impact their public in different ways. Material includes novels (Cocteau, Gracq, Malraux, Sartre, Duras, Modiano, Djebar) as well as poetry (Surrealism); journalistic reports; architecture; popular forms (jokes, songs, Internet sites); films; and other visual arts. Prerequisite, one 300-level course or consent of instructor.

455S Studies in Francophone Literature: The African Novel. Critical examination of the novel's evolution from the colonial period through independence and on to post-colonial writing. The search for authenticity and answers to problems of narrative technique, oral and written traditions, audience, African feminism, politics and the role of the writer. Authors include Lomani Tshibamba, Sembene Ousmane, Nafissatou Diallo, Andrée Blouin, Valentin-Yves Mudimbe, Ahmadou Kourouma,

Henri Lopes, Calixthe Beyala, Aminata Sow Fall and Mariama Ba. Taught in French. Prerequisite, one 200-level course in French or consent of instructor. Open to senior concentrators. Mwantuali.

550S Honors Project. Independent study program consisting of the preparation and oral defense of a paper in French. Only students having an average of A- or better in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, the candidate must receive A- or better on both the required paper and the oral defense. The Department.

Geoarchaeology

Faculty
David G. Bailey *(Geosciences)* (S)
George T. Jones *(Anthropology)*

Geoarchaeology uses geologic methods and principles to enhance interpretations of the archaeological record, focusing on such issues as geochronology and stratigraphic succession, processes of deposition and diagenesis, paleoenvironmental reconstruction and landscape evolution. Designed for students with shared interests in geology and archaeology, the concentration builds on the common histories and research domains of these fields.

A concentration in geoarchaeology consists of 10 units of credit taken from the existing curricula of the Anthropology and Geosciences departments. Required courses include: Archaeology 106 and Principles of Geoscience (Geosciences 103 to 122); Archaeology 325; two courses from Archaeology 243, 245 or 249; Geosciences 211 or 222; two courses from Geosciences 220, 236 or 290; Geoarchaeology 360; and Geoarchaeology 500-501. Concentrators must fulfill their senior project requirement through satisfactory completion of 500-501. Honors will be awarded on the basis of excellence in coursework and a superior Senior Project.

Students are encouraged to take one or both field courses (Archaeology 280 and Geosciences 265). Students considering careers in geoarchaeology or related fields should take additional courses in biology, chemistry and other sciences.

[360S] Quaternary Geochronology. Examines the development and application of dating techniques that are appropriate over the last five million years, including dendrochronology, 210Pb, radiocarbon, Uranium-series, paleomagnetic, thermoluminescence and cosmogenic surface exposure dating. Examples drawn from geologic and archaeological contexts that are important to climate change and hominid evolution. Field trips. Prerequisite, Geosciences 211, 222 or consent of instructor. One-half credit. (Same as Geosciences 360.) (Offered in alternate years.)

500F-501S Senior Project. A two-term course during which concentrators pursue an independent project and give a public presentation of their results. Proposals for projects must be accepted in the spring semester of the student's junior year. 501 may not be taken as a separate course. One course credit for 500 and one-half credit for 501. The Program.

Geosciences

Faculty

Todd W. Rayne, *Chair*
David G. Bailey (S)
Cynthia R. Domack
Eugene W. Domack
Barbara J. Tewksbury

Special Appointment
Veronica Willmott Puig

A concentration in geosciences consists of 11.5 units of credit in courses including one course in Principles of Geoscience (103 to 122), 209, 211 or 222, 220, 230, 290, 310, 510-511 and one other course in geosciences numbered 200 or higher. A sequence of two courses in one of the supporting sciences is also required (Chemistry 120 and a second chemistry course numbered 190 or above, Physics 100 and 105 or 190 and 195, Math 113 and 114, Computer Science 110 and 111, or Biology 110 and 111). The supporting science requirement must be discussed with the departmental supporting science advisor at time of declaration of concentration and should be completed before the start of senior year. A Senior Project is required (510-511) for the concentration, and a complete description of the program is available from the chair. All concentrators, especially those planning a career in the earth and environmental sciences, should take additional courses in chemistry, mathematics, physics, computer science and biology according to the student's interests. Departmental honors will be awarded on the basis of excellence in coursework, a superior Senior Project and completion of two additional courses in the supporting sciences as listed above.

A minor consists of a course in Principles of Geoscience and four units of credit in other courses at the 200 level or above that are approved by the department.

Students interested in careers in oceanography should consider concentrations in chemistry or mathematics with supporting courses in geology including 112, 210, 211, 220, 222, 241, 320 and 370 and Biology 213. Students interested in careers in meteorology should consider concentrations in physics or mathematics with supporting courses in geology including 112, 210, 222, 240 and 285 and Chemistry 265.

A small number of seats for juniors and seniors are reserved in some of our 100-level courses.

103F Principles of Geoscience: Geology and Human Events in Africa. An interdisciplinary study exploring how the geologic evolution of the continent has influenced the prehistoric, historical, political and economic development of Africa. Specific coverage of the Nile River System, climate change in the Sahara, the East African rift zone and diamond exploration in Africa. (Writing-intensive.) Three hours of class and two hours of laboratory. Required field trip to the Adirondack region. Not open to students who have taken any other course in Principles of Geoscience. Tewksbury.

105F Principles of Geoscience: Global Environmental Change and Wilderness. An introduction to Earth systems with an emphasis on those processes of global change that are most easily detected over wilderness areas. Topics include recognition of the effects of global warming, ozone depletion and over-utilization of resources in areas such as Amazonia, Patagonia, Antarctica, Greenland, Australia, Alaska, Tibet and several oceanic islands. Also considers the role of wilderness in society. Three hours of class and two hours of laboratory with required Saturday field trip. Not open to students who have taken any other course in Principles of Geoscience. E. Domack.

110S Principles of Geoscience: Geology and the Environment. An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources. Three hours of class and one hour of laboratory or field trip. Not open to students who have taken any other course in Principles of Geoscience. Rayne.

112S Principles of Geoscience: Ocean Science. An introduction to the physical, chemical and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides, coastal processes, life in the sea, ocean resources and marine pollution. Three hours of class and two hours of laboratory. Not open to students who have taken any other course in Principles of Geoscience. Maximum enrollment, 24. C. Domack.

[122F] Principles of Geoscience: Geology in the Field. A field-intensive introduction to scientific inquiry with an emphasis on the relevance and importance of geology to society. Students will examine relationships between the geologic and physiographic features of Central New York and patterns of historical settlement and development. Not open to juniors or seniors. (Next offered 2007-08.) Maximum enrollment, 22.

[201S] Seminar on Iceland. An interdisciplinary study of Iceland focusing on geologic features, history and literature of Iceland, and connections between human events and the natural environment of Iceland. One-and-one-half hours per week. One-half credit. Prerequisite, Principles of Geoscience. Preference given to those enrolled in 202. (Next offered 2008-09.) Maximum enrollment, 20.

[202S] Iceland Field Study. A field study of the volcanic, glacial and tectonic features of Iceland with emphasis on the interaction of volcanic, glacial and tectonic processes. Three-week intensive field study in Iceland beginning in late June of 2009. Prerequisite, Principles of Geology. Concurrent registration in 201 is required. Extra cost. One-half credit. (Next offered 2008-09.) Maximum enrollment, 20.

[205S] Field Study in Antarctica. A marine geologic survey along the Antarctic Peninsula that involves a research-oriented learning environment with oceanographic and bottom sediment sampling. One-half credit. Limited enrollment, consent of instructor. Limited to those participating in NSF-funded research expedition to Antarctica.

209S Hydrogeology. The study of surface water and groundwater, with emphasis on groundwater. The influence of geologic materials on groundwater flow, an introduction to groundwater hydraulics and groundwater/surface water interactions. Basic hydrogeologic field methods introduced in the laboratory section. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geoscience. Maximum enrollment, 25. Rayne.

[210F] Glacial Geology. A survey of the distribution and dynamics of the Earth's cryosphere, theories of global climate change, and processes and products of glacial erosion and deposition. Marine record of glacial events and glacial periods throughout Earth's history. Three hours of class and two hours of laboratory with field trips. Prerequisite, Principles of Geoscience. (Offered alternate years.)

211F Sedimentary Geology. A study of the genesis and diagenesis of clastic, carbonate, evaporite and other important sediments and rocks. Emphasis on fluid dynamics of grain transport, facies architecture, seismic stratigraphy and paleoclimatic/tectonic significance of depositional sequences. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geoscience. Maximum enrollment, 22. The Department.

220F Mineralogy. An introduction to crystallography, crystal chemistry and optical mineralogy. Identification of minerals by physical, optical and X-ray diffraction techniques. Six hours of class/laboratory with field trip. Prerequisite, Principles of Geoscience. Maximum enrollment, 22. Bailey.

[222F] Earth's Climate: Past and Future. Introduction to the science of paleoclimatology through the examination of climate dynamics and the stratigraphy of past climate changes across various time scales. Use of geochemical, biological and physical proxies for changes in the Earth's ice, ocean, atmospheric and lithospheric systems.

One required weekend field trip. Prerequisite, Principles of Geoscience. (Offered in alternate years.) Maximum enrollment, 22.

[225S] Planetary Geology. The geology of the planetary bodies of our solar system, including the history and future of solar system exploration and the applications of planetary studies to understanding the geology of the Earth. Three hours of class and one hour of laboratory/discussion. Prerequisite, Principles of Geoscience.

230S Structural Geology. A study of the origin, development and study of macroscopic and microscopic structures in deformed rocks. Field, graphical, laboratory and computer techniques used in studying deformed rocks. Six hours of class/laboratory with field trip. Prerequisite, Principles of Geoscience. Maximum enrollment, 22. Tewksbury.

[236F] Soils and the Environment. A study of the formation, classification, utilization and environmental significance of soils. Frequent local field trips. Three hours of class and one hour of laboratory. Prerequisite, Principles of Geoscience. (Offered in alternate years.)

[240F] Meteorology. A study of the atmospheric environment. Topics include the Earth's atmosphere, temperature, humidity, condensation, cloud development, precipitation, winds, air masses, storms and climate. Three hours of class and three hours of laboratory/discussion. Prerequisite, Principles of Geoscience. (Next offered 2007-08.) Maximum enrollment, 24.

241S Plate Tectonics. Study of modern plate interactions, tectonic evolution of the Earth's crust, deep earth structure and regional tectonic analysis, with an emphasis on the contributions of geophysics to an understanding of plate tectonics. (Writing-intensive.) Prerequisite, Principles of Geoscience. Four hours of class. (Offered in alternate years.) Tewksbury.

260S Geomicrobiology. Interaction of microbes and minerals from early in Earth's history to the present day. Emphasis on the diverse habitats of bacteria and archaea, mineral biogenesis and dissolution, and the roles that microorganisms play in geochemical cycles. Special topics will include geochemical influences on microbial evolution and community structure, life in extreme environments and the role of geomicrobiology in restoration of contaminated environments. Three hours of class and two hours of laboratory/discussion. Required weekend field trip. Prerequisites, Biology 111 or 115, or Principles of Geoscience or consent of instructor. (Same as Biology 260.) The Department.

[265Su] Field Studies. Introduction to principles and practice of geologic mapping. Six weeks of field mapping after end of final exams. Field areas in New York State, Summer Coon, Garden of the Gods and Needle Mountains in Colorado. Extra cost. Prerequisite, Principles of Geoscience.

266F Field Methods and Mapping. An introduction to the principles and practice of bedrock and surficial geologic mapping, including field descriptions and data collection, map-making, basic GPS and GIS, and basic hydrogeologic field methods. Field areas in New York State. One-half credit, meets for the first half of the semester, includes two mandatory weekend field trips. Prerequisites, Principles of Geoscience and one geosciences core course (209, 211, 220, 222, 230, 290). Maximum enrollment, 18. The Department.

285S Antarctica and Global Change. Review of the geology, meteorology, oceanography, marine biology and glaciology of the Antarctic and Southern Ocean and their influence on global environmental processes and change. Emphasis on remote sensing technology. Prerequisite, Principles of Geoscience. One-half course credit. E. Domack.

290F Paleontology. A study of the origin of life, evolution and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy,

identification techniques, fossilization processes, plants, microfossils, invertebrates and vertebrates. Three hours of class and three hours of laboratory with field trips. Prerequisite, Principles of Geoscience. (Same as Biology 290.) Maximum enrollment, 22. C. Domack.

295Su Geology of Tasmania. A two-week field excursion to the island state of Australia with a focus on the geology, botany and natural history of the region. Field work will emphasize geology of the southern continents, economic resources and wilderness conservation. Extra cost. One half-credit. Prerequisite, Principles of Geoscience. Offered as part of Hamilton College's participation in the International Antarctic Institute. Maximum enrollment, 15. E. Domack.

309F Advanced Hydrogeology and the Environment. Advanced topics in hydrogeology, including geochemical principles, an introduction to contaminant transport, computer modeling of groundwater flow and studies of landfills, hazardous waste sites and other environmental problems. Three hours of class and one hour discussion with field trips. Prerequisite, 209. Rayne.

[310S] Igneous and Metamorphic Petrology. A study of the mineralogy, chemistry, origin and evolution of igneous and metamorphic rocks. Emphasis on the physical and chemical processes involved in their formation. Six hours of class/laboratory with field trip. Prerequisite, 220. Maximum enrollment, 24.

320F Micropaleontology. Advanced study of microscopic fossils including radiolaria, diatoms, foraminifera, ostracodes, calcareous nannoplankton, silicoflagellates, dinoflagellates, spores and pollen. Emphasis on morphology, preservation and paleoenvironmental applications. Three hours of class and two hours of laboratory. Prerequisite, 290. The Department.

352F Scanning Electron Microscopy and X-Ray Microanalysis. Theory, practice and application of the scanning electron microscope and energy dispersive X-ray microanalysis to selected research projects. Prerequisite, two laboratory courses in science. Open to juniors and seniors with consent of instructor. (Same as Biology 352.) Bart.

[360S] Quaternary Geochronology. Examines the development and application of dating techniques that are appropriate over the last five million years, including dendrochronology 210 Pb, radiocarbon, Uranium-series, paleomagnetic, thermoluminescence and cosmogenic surface exposure dating. Examples drawn from geologic and archaeological contexts that are important to climate change and hominid evolution. Field trips. Prerequisite, 211, 222 or consent of instructor. One-half credit. (Same as Geoarchaeology 360.) (Offered in alternate years.)

[370F] Coastal Geology and Environmental Oceanography. Advanced study of coastal marine processes with an emphasis on environmental issues and case studies. (Writing-intensive.) Prerequisite, two 200-level courses in geosciences. Four hours of class. (Offered in alternate years.)

[375S] Origins of Natural Systems. An overview of the origin and evolution of the universe, solar system, Earth and Earth systems. Particular emphasis will be placed on the application of geochemistry and isotope systematics to understanding the origin of matter, the formation and differentiation of the Earth, the development of plate tectonics and the origin of the oceans, atmosphere and life. (Writing-intensive.) Four hours of class. Prerequisite, two 200-level courses in geosciences or consent of instructor. (Next offered in 2008-09.)

510-511F,S Senior Project. A two-term course during which concentrators pursue an independent project and present the results to the department. Proposals must be accepted in the spring semester of the student's junior year. 511 may not be taken as a separate course. One course credit for 510 and one-half credit for 511. The Department.

German and Russian Languages and Literatures

John Bartle, *Chair*

German

Faculty

Joseph T. Malloy (F)
Edith Toegel

Special Appointment

Julia A. Strauss

A concentration in German consists of eight courses numbered 130 or higher, including 310, a 400-level seminar in the fall and the Senior Project (500) in the spring of the senior year. Two courses in translation may be counted toward the concentration. Students may earn departmental honors through distinguished achievements in the courses approved for concentration and on the Senior Project.

A minor in German consists of five courses numbered 130 or higher, including 200 and 310. One course in translation may be counted toward the minor. Study abroad in a German-speaking country is strongly encouraged.

110F First-Term German. Thorough introduction to the German language. Exercises in aural comprehension, speaking, reading and writing reinforced by cultural and literary texts as well as video recordings. Four hours of class, with additional drill sessions and laboratory work. Toegel.

120S Second-Term German. Continued development of German grammar and its use in aural comprehension, speaking, reading and writing. Readings in literature and culture supplemented with video recordings. Three hours of class, with additional sessions and laboratory work. Strauss.

130F Third-Term German. Intensive review of grammar, syntax and conversational techniques through work in aural comprehension, speaking, reading and writing. Literary texts supplemented with realia (such as news stories and lieder.) Three hours of class and laboratory work. Toegel.

140S Introduction to German Literature and Culture. Continued development of German grammar and vocabulary with cultural and literary texts, including works by Kafka, Dürrenmatt and Brecht, and song texts by contemporary liedermacher. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Taught in German. Strauss.

[175] German Culture of the Eighteenth-Twentieth Centuries. Combines literary representation of important periods of German culture with cinematic representation of that period. Covers the late 18th century with its intellectual problem of Faust and the rise of Prussia politically (*Minna von Barnhelm*), 19th-century Romanticism and its dissolution of the self in art (*The Golden Pot*), turn-of-the-20th-century malaise (*Young Torless*) to mid-20th century political and social issues (*White Rose, Divided Heaven*) and divided loyalties (*Le Coup de Grace*). (Writing-intensive.) Taught in English.

176S Death or Dishonor. Major German plays of the late 18th and early 19th centuries in English translation. Plays include G. E. Lessing's *Minna von Barnhelm* and *Emilia Galotti*, Goethe's *Egmont* and *Iphigenia at Tauris*, Schiller's *Intrigue and Love* and *Maria Stuart*, and Kleist's *Prince Friedrich von Homburg* and *Penthesilea*. Schiller's theory of the drama in the Aesthetics and Naïve and Sentimental poetry. Taught in English. Malloy.

[180] Unreal Stories. A survey of German ballads, singspiele and narrative texts including representative works from the medieval age, the 18th and 19th centuries, and the modern age. Texts include *The Song of the Nibelungen* (considered both as a prose work and in its Wagnerian incarnation), fairy tales of the Brothers Grimm,

Schubert's settings of Goethe's ballads and Kafka's *Metamorphosis*. Works read not only as literary documents but as indices of the cultural, sociological and political development of German-speaking lands. (Writing-intensive.) Taught in English.

185S The Faust Legend. Study of the Faust legend and how it has been adapted over the centuries. Topics include the origins of Faust in the 15th century in its factual (Paracelsus and Johann Faust) and spiritual (alchemy and astronomy) dimensions; the Faustbook of 1587; Marlowe's adaptation of the Faust story (*The Tragical History of Dr. Faustus*); Goethe's Faust (*The First Part of the Tragedy*); operas by Gounod (*Faust*) and Boïto (*Mefistofele*); the film *Mephisto* by H. Mann/Szabò; and T. Mann's *Doctor Faustus*. (Writing-intensive.) Taught in English. Malloy.

[186] The German Romantic Age. On the heels of the German neo-classical age, Romantic authors sought freedom from constraints imposed by mere rational thought. Experimenting with form and content, they pushed the boundaries of the acceptable to the breaking point. Readings of their works, in English, include short stories by Tieck, Brentano, E.T.A. Hoffman, Goethe, de la Motte-Fouque; novels by Novalis, Eichendorff and Bettina von Arnim; and the theory of the romantic age as developed by A.W. Schlegel and others. Taught in English.

187S Goethe and Beyond. Study of the Age of Goethe in the 18th and 19th centuries and how neo-classical thought has influenced thinking since then. Works include Goethe's novels *Werther* and *Wilhelm Meister*, plays by Goethe (*Berlichingen*, *Egmont* and *Torquato Tasso*), Schiller's political tragedies (*Mary Stuart*, *Don Carlos*, the *Wallenstein* trilogy) and will include discussion of later adaptations of these works as operas by Donizetti and Verdi. Taught in English. Malloy.

[200F] Topics in Advanced Reading and Writing. Close reading of shorter texts, advanced grammar review and extensive writing exercises. Texts focus on contemporary Germany. Designed for students who have had two years of German or equivalent. (Writing-intensive.) Taught in German. Prerequisite, 140 or consent of instructor.

[300F] Topics in German Literature: The German Novelle. The German novelle assumes a significant place in German literature beginning in the 18th century and culminating in the 19th and early 20th century. An introduction to the main writers of this genre through representative texts of different lengths and difficulty. Authors include Goethe, Tieck, Kleist, Grillparzer, Stifter, Keller, Meyer, Ebner-Eschenbach and Hauptmann. Taught in German. Prerequisite, German 140 or consent of instructor.

310S From Goethe to Grass: Survey of German Literature. Study of major writers and literary movements from the 18th century to today, including authors from Germany, Austria and the former GDR. Works will include poetry, drama and short prose. Designed as preparation for upper-level literature seminars. (Writing-intensive.) Taught in German. Prerequisite, 200 or consent of instructor. Required for German concentrators and minors. Toegel.

[410F] The German Romantic Age. Study of the origins and artistic expression of the Romantic movement in Germany from the late 18th century to its peak in the early 19th century. Focus on experimentation with social and poetic conventions, attempts to integrate the arts, the artist as prophet and the notion of the journey as a means of self-discovery. Comparison of folk tales (Grimm) with artistic fairy tales as the seeds of surrealism.

420F From Empire to Republic: Twentieth-Century German Literature. Study and analysis of works spanning the era from 1871 to the beginning of the Second World War. Selections focus on literary and cultural changes including the Jahrhundertwende and the Weimar Republic. Authors include Fontane, Hauptmann, Trakl, Hofmannsthal, George, Schnitzler and Mann. Taught in German. Prerequisite, 310 or consent of instructor. Toegel.

[440F] Modern Literature of the German-Speaking Countries. Study of post-1945 literature focusing on the emergence of two contrasting Germanies: Berlin, the divided city, models of contemporary life at home and in the workplace; violence in society; and the Neuanschluss leading to unification. Texts by Timm, Böll, Dörrie, Grass, Wolf and others.

500S Senior Project. A senior thesis required of all concentrators in the department. Open to concentrators only. Toegel.

For a listing of courses in Russian language and literatures, see "Russian Studies."

German Studies

Faculty
Joseph T. Malloy (F) *(German)*
Edith Toegel *(German)*

Beginning with the Class of 2010, the German program will be offering a concentration in German studies (pending state approval).

German studies is an interdisciplinary concentration focusing on the language, literature, culture, historical development and politics of German-speaking countries. The concentration in German studies consists of nine courses that must include 310 (or equivalent from study abroad), 500 (Senior Project) and seven courses from the list of approved courses. No more than two courses from departments outside of German and no more than two additional literature courses (in German or in translation) may be counted. The Senior Project must incorporate German language sources and may be written in English or German. To attain honors students must have an average of A- or better in all coursework for the concentration, including the Senior Project. The German program also offers beginning German language (110, 120), but only courses numbered 130 or above count toward the concentration. Semester- or year-long study abroad in a German-speaking country is strongly encouraged.

A German studies minor consists of five courses. Fifth-semester language proficiency (200) and one German literature course in translation are required.

The following courses may be counted toward the concentration. With consultation of the departmental advisor, other courses might be considered.

German language and literature courses: 130, 140, 200, 300, 310
German literature courses in translation: 175, 176, 180, 185, 186, 187

Other core courses (course specific prerequisites must be observed):

Government
214 Politics in Western Europe
291 International Political Economy
355 The European Union in World Affairs

History
117 Europe since 1815
128 Europe in the Age of Two World Wars
212 Modern Germany: 1789 to the Present
218 Twentieth-Century Europe: The Age of Two World Wars
314 Nazi Germany

Music
252 Music in Europe 1600 to 1900

Philosophy
431 Seminar in the History of Philosophy: Kant's Critical System
463 Seminar in Metaphysics: Nietzsche

Government

Faculty
Stephen W. Orvis, *Chair*
Frank M. Anechiarico (F; DC-S)
Alan W. Cafruny (NYC-S)
Peter F. Cannavó
Carol A. Drogus
Theodore J. Eismeier (DC-F)
Brian J. Glenn
Philip A. Klinkner
Michael Klosson
Timothy Lehmann
Cheng Li (F,S)
Mack Mariani
Robert W. T. Martin
David C. Paris (F,S)
Sharon W. Rivera
Nicholas Tampio
Edward S. Walker, Jr.
P. Gary Wyckoff

Special Appointments
Stephen L. Lockwood
Judith Owens-Manley
David W. Rivera
Joseph Wagner
Giles Wayland-Smith
Christina L. Willemsen

The department offers concentrations in government, world politics and public policy as follows:

Government

A concentration in government consists of 10 courses: 116, 117 and either 112 or 114, with at least one of these being writing-intensive, and seven additional courses at the 200 level or above. Of these seven courses, at least two must be in international relations or comparative politics, at least two must be in American politics or political theory, at least two must be at the 300 level, and one must be the Senior Project (550). A minor in government consists of five courses, with at least two of these at the 200 level or above.

Honors in government or world politics requires a GPA of 90 in the major by the end of the sixth semester and the successful completion of 549 and 551.

World Politics

The world politics major involves the study of politics on a global scale, including both international relations and politics within nations. In order to understand the complex interplay of international and national politics, all world politics majors study the philosophical and moral bases of various political systems; the history of the modern international system; the political economy of global power and wealth; and the key issues for U.S. foreign policy. To achieve this understanding, all world politics majors are required to take the following core courses: 112, 114, 117 (one of which must be writing-intensive); 290 and 291; and 550. Students complete the major by focusing either on a particular region of the world (Africa, Asia, Latin America, Middle East, Russia and Eastern Europe, Western Europe) or a thematic topic (poverty and inequality in world politics, democratization, international law and organization, international security, politics of the global economy, nationalism and identity in global politics). In consultation with their advisor, students will select five related courses in their area or theme from a variety of departments. One of these must be at the 300 level in government. For students focusing on a region of the world, one of the five courses must be in an appropriate language at the fourth-semester level or above. Students may also design their own thematic track with the advice and consent of their advisor. The advisor will approve each student's course list after the major is declared.

Public Policy

See the public policy section in this catalogue.

The Term in Washington Program

The Term in Washington Program, offered each semester, combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in government, and up to two may be counted toward a concentration in world politics or public policy. To qualify, a student must have taken at least one of the following: 208, 210, 251, 290, 334, 338 or obtained the consent of the department. The program is not restricted to those concentrating in government. It is also open to selected students from other colleges.

Courses in Government

230F Data Analysis. How can we tell whether providing child care will encourage more welfare recipients to work? How do we know whether tougher drunk-driving laws will reduce accidents? This course explains how social scientists try to determine the truth about public issues. Topics covered include descriptive statistics, sampling distributions, hypothesis testing and regression, with a focus on how those tools are used in public policy debates. Mathematical formulae are kept to a minimum, and the intuition behind statistical procedures is emphasized. Students must also register for Public Policy 251 in the same semester. Not open to students who have taken Economics 265. Wyckoff.

[257F] Using Survey Research. For full description, see Sociology 257.

395S Hamilton in New York City: The Global Political Economy. Analysis of the evolution of the global political economy with an emphasis on the interrelationship of economics and politics. Topics include the rise and decline of the Bretton Woods system; international trade; international monetary relations; global poverty and inequality; imperialism and dependency; the political economy of energy; regional economic and political integration. Credit for government concentration. Cafruny.

396S Hamilton in New York City. Use of internship combined with analytics to form the basis of a thesis that addresses a significant theoretical and policy issue in the study of the international political economy. Credit for government concentration. Cafruny.

549F Honors Seminar. Seminar in which honors candidates in world politics, government and public policy will begin their senior honors thesis. Includes common reading on key issues in political science and research methodology. Prerequisite, GPA of 91 in the major (88 for public policy) and consent of the department. Orvis and Glenn.

550S Senior Project. A senior project required for concentrators in the department who are not pursuing honors. Prerequisite, one 300-level course in government. Open to concentrators only. The Department.

551S Senior Honors Thesis. Requires a 90 GPA in government courses by the end of a student's seventh semester and consent of the 549 advisor. The Department.

American Politics

116F,S The American Political Process. Introduction to the study of American national institutions, the public policy-making process and, in general, the distribution of political power in American society. (One section: Proseminar and writing-intensive in the fall.) Open to junior and senior non-majors with consent of instructor only. Glenn and Klinkner (Fall); Mariani (Spring).

201F Campaign Internship, Participation, Observation. Provides an opportunity for students to receive course credit for an internship with local election campaigns. In addition to their campaign work, students will also participate in weekly meetings with professors, keep a daily journal of their campaign work, write a 20-page paper

analyzing the election and their campaign work, and participate in a public presentation at the end of the semester. Klinkner and Mariani.

[208] Political Parties and Elections. Analyzes the development of, and current theories regarding, political parties and elections in American politics. Topics include theories of party realignment, voting behavior, party composition and behavior, and the relationship between parties and elections and democracy. Covers both presidential and congressional elections. Prerequisite, 116 or consent of instructor.

[210] Interest Groups. Analysis of the role of interest groups in American democratic theory and practice, including the history and regulation of interest groups, organizational creation, maintenance and change. Techniques of influence and issues of reform, including lobbying and campaign finance. Prerequisite, 116.

[227] State and Local Politics. Analysis of politics in American states and localities, including elections, party systems, political institutions and policymaking. Perspectives on federalism. Prerequisite, 116.

228S The Growth of the Welfare State. A historical perspective on the politics of caring for ourselves and each other. Starting at the founding of the U.S. welfare state, we will work our way forward, looking at smallpox epidemics, poorhouses, treatment of "others," orphanages and entitlement programs from Revolutionary War veterans to the poor today. By studying this issue across time, we will achieve a deeper insight into today's policies. Prerequisite, 116. Glenn.

241S Survey of Constitutional Law. Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process and questions of individual rights. Prerequisite, 116 or a course in American history. Lockwood.

251F Introduction to Public Policy. For full description, see Public Policy 251.

[258] Poverty, Law and the Welfare State. For full description, see Sociology 258.

[280] The Politics of Gender. The impact of gender on politics in the United States and the value of studying politics from a gender perspective. Topics include political socialization, communication, media coverage, public opinion and voting behavior; women's movements for rights and mobilization around issues like the environment; women as public leaders; gender and electoral politics; symbolic gender politics and issues such as education and welfare reform. (Writing-intensive.) Prerequisite, 116, 117 or consent of instructor. (Same as Women's Studies 280.)

285F Introduction to Environmental Politics. An overview of environmental politics, domestic and global. Topics include the environmental movement and its history and values, anti-environmentalism, environmental policy analysis, the relation between environmental science and politics, the domestic and international environmental policy processes, the North-South debate, globalization, race and environmental justice, and the implications of environmental politics for liberal democracy. Students will explore these topics directly and through selected policy issues, including forest politics, sprawl and climate change. Cannavó.

306S American Political Development. Examines why and how government expands. We start with the Revolution and examine the development of political parties, race factors and the complications brought by federalism. We ask why a country filled with people who allegedly hate government create so many regulations? (Writing-intensive.) Prerequisite, one 200-level course in American politics. Glenn.

321F,S Term in Washington: Congressional and Executive Internships. Two consecutive six-week internships — first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns assume some operational responsibility in each office and gain a

perspective on legislative and executive roles in the public policy process. For prerequisites, see p. 155. Does not count toward the concentration. Offered credit/no credit only. Eismeier (Fall); Anechiarico (Spring).

323F,S Term in Washington: Intern Participant-Observation. Participants in the program are asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Eismeier (Fall); Anechiarico (Spring).

325F,S Term in Washington: Seminar. An academic seminar focusing on the public policy process and national issues. Eismeier (Fall); Anechiarico (Spring).

327F,S Term in Washington: Independent Research. Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Eismeier (Fall); Anechiarico (Spring).

334F Congress and the Presidency. Examination of sources of cooperation and conflict between the legislative and executive branches of government, including constitutional arrangements, elections, institutional structures and political parties. Analysis of presidential leadership and congressional decision-making in foreign and domestic policy. (Writing-intensive.) Prerequisite, one 200-level course in American politics. Mariani.

[335] The Criminal Justice System. Focuses on current problems: the rapid rise of the prison population, the concentration of crime in urban neighborhoods, the pressure on law enforcement of the war on terror, the punishment of official corruption. Consideration of representative institutions in the system: juvenile courts, the jury system, the police and others. (Writing-intensive.) Prerequisite, one 200-level course in American politics.

[338] American Public Administration. Analysis of the history, structure and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include budgeting, corruption and ethics regulation, public contracting and the organization of public works and public personnel policy. (Writing-intensive.) Prerequisite, one 200-level course in American politics.

[340] Race and American Democracy. Survey of the role of race and equality in American democracy. Special emphasis on understanding how notions of racial equality have advanced and declined throughout American history and the role of race in current American politics. (Writing-intensive.) Prerequisite, one 200-level course in American politics. (Same as Africana Studies 340.)

342S Seminar in Program Evaluation. Previous topic was the domestic violence response system in Oneida County, which may include police agencies, victim advocate programs and programs for perpetrators of partner or domestic abuse. Prerequisite, prior research methods course or consent of instructor. Upper-level students preferred. Owens-Manly.

382S Topics in Public Policy. For full description, see Public Policy 382.

Comparative Politics

112F,S Comparative Politics. Introduction to the study of non-American national political systems, emphasizing authority, legitimacy and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries. (Proseminar and writing-intensive in the fall.) Open to junior and senior non-majors with consent of instructor only. Wayland-Smith (Fall); S. Rivera (Spring).

[209] Politics in Japan. Explores the relationships among the state, business and civil society in Japan. How "uncommon" is Japanese democracy? Which political, economic and social factors explain Japan's postwar economic growth and long-lasting political stability? What caused economic stagnation and frequent political crises since the early 1990s? The course will evaluate these questions with respect to past and current attempts to change or maintain the status quo by political leaders, government officials, business and labor associations, citizen groups and the media. Prerequisite, 112 or 114.

[211] Politics in China. Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, the politics of modernization and China's increasing integration into the world economy. Prerequisite, 112 or 114.

213F Politics in Russia. Examination from historical and comparative perspectives of the politics after the collapse of communism in the former Soviet Union. Focuses on the Soviet legacy, the reforms of the Gorbachev and Yeltsin eras, the disintegration of the Union and the rise of Putin. Topics include the rise of nationalism and ethnic politics, the creation of political parties, the dilemmas of combining marketization and democratization, and the prospects for democracy after Putin. Prerequisite, 112, 114, Russian Studies 100 or consent of the instructor. (Same as Russian Studies 213.) S. Rivera.

[214] Politics in Western Europe. Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture and the interplay of politics and economics. Some attention paid to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114.

[216] Politics in Latin America. Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, human rights and political problems of economic development. Prerequisite, 112.

218S Politics of Africa. Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of both multi-party democracy and state collapse across the continent. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military and the problems of economic underdevelopment. Prerequisite, 112, 114 or Africana Studies 101. (Same as Africana Studies 218.) Orvis.

[239F] Gender and Politics in Latin America. How does gender influence the incorporation of citizens into the processes of political and economic development in Latin America? What implications does women's activism hold for women and for politics? Specific topics include suffrage and the definition of citizenship, women's status under various types of political and economic regimes, elite and working class women's organizations and the meaning of feminism in Latin America. (Writing-intensive.) Prerequisite, 112 or one course in women's studies. (Same as Women's Studies 239.)

[244] Nationalism and the Politics of Identity. The evolution of nationalist, ethnic and religious conflicts in the post-Cold War world. The causes, implications and potential resolutions of such conflicts. The origins, history and power of nationalism. Cases include Burundi, South Africa, Rwanda, Yugoslavia, the former Soviet Union and the United States. Prerequisite, 112 or 114.

[302] Fragile States. What makes governments and political institutions weak or strong, stable or unstable? Examines the causes and consequences of state collapse; the possibility of re-building states; the role of the military; the causes, consequences and possible remedies of corruption using case studies from different regions of the world. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations.

311F Transitions to Democracy. Investigation of democracy in theory and practice through an analysis of transitions to democracy in authoritarian regimes and problems with democratic consolidation. Cases include Spain, the Ukraine, Iraq and South Africa. Topics include the role of elites in transition, the resurgence of civil society, the role of ethnicity and nationalism, and military intervention. (Writing-intensive.) Prerequisite, one of 211, 213, 216 or 218. S. Rivera.

[348] People Power: Popular Movements in Comparative Perspective. The role of popular movements in democratic transitions, the consolidation of new democracies and the practice of established ones. Examination of the relationship between popular movements and "civil society." Cases from the United States, Latin America, Africa and Eastern Europe. Consideration of the origins, role, organization, success and failure of popular social movements. Students write a research paper applying movement theory to a case. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or American politics.

[363] Political Economy of Development. Examination of theories and issues in the relationship between economic and political development. Focus on neo-liberal economic reform throughout the past 20 years in poor and middle-income countries. Includes examination of ethics of development, poverty and inequality, the "Asian miracle," environmental problems and the effects of globalization. (Writing-intensive.) Prerequisite, 211, 216, 218, 291, 302 or consent of instructor.

[373S] Democracy and Diversity. Consideration of liberal democracies and internal conflict between "universal human rights" and "cultural diversity." Topics include equality and diversity in the "public realm." Questions are addressed theoretically and empirically, examining, for instance, affirmative action comparatively; the public role of Islam in France, Britain, Germany and Iraq; female genital mutilation in the Sudan, Kenya and the United States; and gay rights in the United States and Europe. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or American politics, or Africana Studies 101, Women's Studies 101 or College 130.

391S Democracy, Religion and International Cooperation. Consideration of the practical nature of democracy, its compatibility with fundamentalist religious trends and its applicability to various cultures. Questioning basic assumptions regarding the spread of democracy and its ability to deal with poverty and corruption or to end wars between states and international terrorism. Investigation of the responsibilities and rights of democratic governments, the assumption of rules affecting international behavior and possible responses to governments and movements that do not follow the rules. Examination of the ethics and impact of communications technology and global information sharing on economic behavior, democratic movements, the spread of religion and ideology, and terrorist organizations. Consideration of government use and misuse of technology, the drive for regulation and control, and public diplomacy vs. propaganda. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations. Walker.

International Relations

114F,S International Relations. Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy and ideology; the interplay between politics and economics. (Pros-

eminar and writing-intensive in the fall.) Open to junior and senior non-majors with consent of instructor only. Cafruny (Fall); Lehmann (Spring).

203F Global Challenges. Examination of issues with global impact that will dominate the attention of policy-makers over the next decade — information, energy, proliferation, culture, education, distribution of wealth, health and environment. Consideration of ideology, including democracy and religion, and the potential for a "clash of civilizations." Identification of the roots of terrorism and anti-social national behavior. Examine the consequences of delay, deadlock or inattention to global problems. Prerequisite, 114 or 116 or consent of instructor. Walker.

245S International Decision-Making. Identification of the development of international governmental and non-governmental institutions and their effectiveness. Consideration of non-military tools to carry out the international will. Examination of unilateral national capacity to deal with international problems and the best means to provide the United States with tools to manage global issues and support U.S. interests. Review of external and domestic pressures that drive decisions. Consideration of the limits of formal and informal international institutions to resolve problems peacefully and to identify reforms that might enhance our ability to deal with global issues. Prerequisite, 203 or consent of instructor. Walker.

290F U.S. Foreign Policy. The major problems of American foreign policy since the republic's founding and the varying approaches U.S. leaders have adopted to cope with American power and principles. Theories are illustrated with detailed examples since WWI. Some attention is also given to how foreign policy is shaped by government structure, political culture, organizational dynamics, individual psychology, economic interests and other causes. Students will analyze the limitations of various types of explanations and why policy implementation at times diverges from the intentions of decision-makers. Prerequisite, 114. Lehmann.

291F International Political Economy. Examination of the development and evolution of the modern global economy and its political impact. Issues include global trade relations, the monetary system and international debt, the role of multinational corporations, foreign aid, imperialism and dependency, industrial competitiveness and the rise and impact of newly industrializing countries such as South Korea and Taiwan. Prerequisite, 114. Lehmann.

[295] U.S.-China Relations. Examination of the development and issues of Sino-American relations in an era of rising Chinese power. Emphasis on the interaction of global environment, national attributes and leadership characteristics in the formation of the foreign policies of both countries. Topics include the historical context of normalization, political discourse regarding human rights, the role of media, trade relations, the tension over the Taiwan strait, and cultural and educational exchange between China and the United States. (Proseminar.) Prerequisites, 114, 211 or 290.

319F Seminar: Sino-American Relations: Drivers, Implications and Policy Responses. Explores the drivers of China's "rise" in the international system, its implications for American foreign policy and alternative policy responses. Examines China's economic emergence, its impact on the Asia-Pacific region and its broader political-security implications for the United States. The seminar will employ both theoretical perspectives and policy simulations/exercises to investigate the dynamics of a relationship that is critical to peace and prosperity in the 21st century. (Writing-intensive.) Prerequisite, consent of instructor. Klosson.

[339] East Asian International Relations. Examination of structural, cultural ideological and organizational factors that have shaped the foreign policy of East Asian countries since World War II. Topics include the rise of Japan and the NICs (Newly Industrialized Countries), the Japan-U.S. economic conflict and cooperation, China's open-door policy, the possibility of a Pacific Economic Community and regional security issues. Emphasis on the interaction of politics and economics, the

linkages between domestic and foreign policies, and the interdependence of major powers and small states. Prerequisite, 209, 211, 290 or 291.

[355] The European Union in World Affairs. Examination of the origins and development of European integration and Europe's relations with the rest of the world. Topics include theories of regional economic and political integration; evolution of EU institutions; relations between the EU and the United States; development of the European monetary system; problems of European political cooperation; the crisis of the European social model. (Writing-intensive.) Prerequisite, one 200-level course in comparative politics or international relations.

369F American Policy in the Middle East. Examination of American foreign policy-making in a period of deep divisions in the Middle East and in the United States. Focus on the role of the United States and the administration as it seeks to deal with the problems of Iraq, Iran, the Palestinian conflict, terrorism, democracy and energy. Examination of linkages between U.S. policies and U.S. options for action including the problem of unintended consequences. Consideration of alternative policy courses to deal with existing problems in the Middle East including proliferation of weapons of mass destruction, military options, resource security and the U.S. image in the region. (Writing-intensive). Prerequisite, one 200-level course in international relations. Walker.

[374] War and Politics. Examination of competing theoretical approaches and empirical evidence concerning the sources, nature of and consequences of armed interstate conflict. Examples drawn from historical and contemporary cases. (Writing-intensive.) Prerequisite, 290 or 381.

[381] National Security Policy. Intensive examination of issues and theories in U.S. national security policy. Topics include the defense budget, defense organization, civil-military relations, weapons procurement, industrial-base preservation, personnel policy, strategy formulation, U.S. security interests in Europe and Asia, global-arms proliferation and the use of force. (Writing-intensive.) Prerequisite, 290 or consent of instructor.

[386] Theories of International Relations. Survey of competing approaches to the study of international politics. Realism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. (Writing-intensive.) Prerequisite, 290 or 291.

Political Theory

117F,S Introduction to Political Theory. Survey of selected political theorists from Plato to the present. Examination of questions of liberty, equality, justice and community. (Proseminar and writing-intensive in the spring.) Open to junior and senior non-majors with consent of instructor only. (Same as Philosophy 117.) Martin (Fall); Cannavó and Tampio (Spring).

232F Contemporary Political Theory. How should we think about politics after Nietzsche? Considers the answers of John Rawls, Hannah Arendt, Leo Strauss, Charles Taylor, Gilles Deleuze and William Connolly by focusing on each theorist's conceptions of human nature and politics. Prerequisite, 117. Tampio.

249F American Political Thought. What does it mean to be an American? What are the principles of American politics? Considers the answers of Thomas Jefferson, James Madison, Alexander Hamilton, Alexis de Tocqueville, W.E.B. Du Bois, Emma Goldman, John Dewey, Leo Strauss and William E. Connolly. Prerequisite, 117. Tampio.

[270] Democratic Theory. Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist) and current problems of democracy in practice. Topics include liberty and equality, community power, participation and bureaucracy. Prerequisite, 117 or consent of instructor.

[276] Enlightenment and Counter-Enlightenment. Examination of the political thought of the Enlightenment, the early modern period roughly from the English Revolution to the French Revolution (1640-1800). Analysis of such theorists as Hobbes, Locke, Montesquieu, Hume, Rousseau, Burke and Kant. Topics include liberty, equality, natural law, political culture, revolution, progress and the role of tradition. Focus on the relationship between scientific reason and political power. Prerequisite, 117 or consent of instructor.

287F Political Theory and the Environment. What is the relationship between theorizing about politics and theorizing about nature? Explores how conceptions of the natural world and our relationship to it have shaped political thought since ancient times and how contemporary "green" political thinkers attempt to craft principles for an ecologically responsible society. Prerequisites, 117, 285 or consent of instructor. Cannavó.

[304] Marxism. Introduction to the basic concepts of Marxism, including Marx's philosophy of science and history, economics and political writings. Topics include dialectics and historical materialism; alienation and private property; revolution and inevitability; imperialism; and the global economy. Critical evaluation of the historical and contemporary application of Marxism. (Writing-intensive.) Prerequisites, one 200-level course in political theory.

345S Ethics and Public Policy. An introduction to fundamental issues of moral and political theory in public policy debates. Topics include ethical compromise on the part of public officials, individual rights versus communitarian values, distributive justice, commodification, property rights, moral duties beyond borders, moral conflict and pluralism, the collision between political and scientific values, and moral responsibilities to nature and future generations. Includes both theoretical readings and policy cases. (Writing-intensive.) Prerequisite, one 200-level course in political theory or Public Policy 251. Cannavó.

[350S] Ethics and Politics in Ancient Greece and Rome. For full description, see Classical Studies 350.

365F Free Speech in American Political and Legal Thought. Analysis of competing theories of the liberty of expression in the American context. Focuses primarily on contemporary political and legal disputes over such morally divisive issues as "hate speech," campus speech codes, pornography, media and Internet censorship, and the proper role of free speech in a democracy. Examination of the evolution of American constitutional law concerning freedom of expression. (Writing-intensive.) Prerequisite, 241, 270, 276 or Sophomore Seminar 216. Martin.

393F Theories of Justice. What is justice? What do theories of justice tell us about human beings and the indispensable nature of politics? Finally, do human beings have an obligation to be "just?" Conflicts between contemporary theories associated with the Enlightenment and critics on both the right and left will help us gain greater clarity about the nature of justice, good and evil, fairness and right, freedom and equality, community and identity, authority and obligation. (Writing-intensive.) Prerequisite, 117. Wagner.

Hispanic Studies

Faculty

Santiago Tejerina-Canal, *Chair* (S)
Yolanda E. Aguila
Jessica N. Burke
Soledad Galvez (S)
M. Cecilia Hwangpo (AYS)
Jeremy T. Medina (F,S)
Victoria Rivera-Cordero

Special Appointment

Manuel Herrero Puertas

The Hispanic Studies Department offers a diverse curriculum that includes Spanish language study for both non-heritage and heritage speakers, and Latin American, Spanish and U.S. Latino/a literature and culture studies. In our Centro Universitario de Estudios Hispánicos in Madrid we also offer courses in social sciences, art, cinema and dance. The Hispanic studies concentration consists of nine courses numbered 140 or higher, including 200/201, and 210 or 211, one elective in the 200 series, three electives at the 300 level or above — including at least one in both Latin American and Peninsular fields (one of these must focus on literature before 1800) — and one course at the 400 level. Concentrators must also fulfill a cultural requirement that can be met through study abroad or a cultural studies course. Any course offered by another department that focuses specifically on Latin America, Spain or U.S. Latinos/as may satisfy the 200-level requirement but will not count as one of the nine concentration courses. Concentrators may include one course in translation as one of the required courses for the major. Five of the nine courses required for the major must be taken at Hamilton. It is strongly advised that all concentrators study abroad in a Spanish-speaking country.

In order to complete the Senior Program, senior concentrators in Hispanic studies (non-honors candidates) will: 1) enroll in a 300-level course or Hispanic Studies 400 in the fall semester, and a 400-level course in the spring semester (in the spring seniors will complete a research project in a 400-level course; spring semester advanced courses are doubly designated as 300/400 [i.e. 310/410], in order to distinguish seniors who are writing the senior research project from other students. Thus if a senior plans to take more than one advanced course in the spring, he/she should take only one course at the 400 level); 2) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. Concentrators may not normally fulfill the requirement for the major through the election of a 200-level course during their senior year.

Senior honors candidates will: 1) enroll in Hispanic Studies 400 in the fall semester; 2) enroll in 550 and complete a senior thesis in the spring semester; 3) participate in an assessment of oral proficiency in an interview conducted by outside examiners in the fall semester. In order to attain honors in Spanish, students must have an average of 90 or better in the nine courses required for the major and must complete 550 (senior thesis) with an A- or better. Senior honors candidates who are studying in Spain (with HCAYS) during the fall of their senior year are exempt from the Hispanic Studies 400 requirement. A complete description of the Senior Program is available in Christian Johnson 202.

The Hispanic studies minor consists of five courses numbered 140 or higher, including 200/201 and 210/211, and at least one course at the 300 level. One of these courses may be taken in translation. Three of the five courses for the minor must be taken at Hamilton.

The Academic Year in Spain

The Academic Year in Spain was established in 1974 to offer the highest interdisciplinary academic standards in foreign study programs (distinguished professors, small classes and a rigorous Spanish-only pledge), along with careful attention to the intellectual, cultural and social needs of each student. Directors-in-residence are drawn

from the Department of Hispanic Studies at Hamilton College. The program is administered at Hamilton by a general director and by the programs abroad committee, and representatives of Swarthmore and Williams Colleges serve as directing advisors to the program and are instrumental in deciding important curricular and administrative matters and in long range planning. Also affiliated with the program are Amherst College and Princeton University. A board of advisors, drawn from such institutions as Bates, Brown, Bryn Mawr, Bucknell, Colby, Grinnell, Harvard, Reed, Scripps, Smith, Stanford, Wellesley and Yale, further helps in matters of recruitment and student preparation. All courses are taught entirely in Spanish and include language and linguistic studies, culture studies and study in the social sciences. Courses offered include advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, 19th- and 20th-century Spanish and Latin American narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, flamenco and studio art. The program also offers internships sculpted to each student's area of interest and preparation. Students are taught by faculty members from leading universities in Madrid. The Centro Universitario de Estudios Hispánicos, HCAYS headquarters, is located within the "Ciudad Universitaria" of Madrid, next to the Complutense University and the University of San Pablo, an HCAYS affiliate (students may opt to take one course at the University of San Pablo). Language and civilization classes form part of the fall orientation program in the northern coast village of Comillas, while a similar orientation for spring students takes place in the beautiful town of Nerja on the southern coast. Frequent group excursions throughout Spain complement the rich academic and social opportunities offered to students in Madrid. The program is open to sophomores, juniors and first-semester seniors. Although the program is designed for a full-year, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Hispanic studies course and have a strong academic average.

110F First-Term Spanish. Intended for beginners. Thorough grounding in aural comprehension, speaking, reading and writing. Interactive study of Spanish grammar with strong emphasis on oral and written production. First-year students who follow the sequence through 140 may qualify for study abroad. (Proseminar.) Four hours of class, with additional TA session and laboratory work. Taught in Spanish. Puertas.

115F Spanish Immersion I. Designed for exceptionally motivated beginning students who wish to accelerate their acquisition of Spanish. Intensive and interactive study of all of the basic grammatical structures of Spanish, with particular emphasis on writing and speaking. Successful completion will place students into 130 or 135. Students who follow the sequence through 135 may qualify for study abroad in one year. (Proseminar.) Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Aguila.

120F,S Second-Term Spanish. Continuing interactive study of Spanish grammatical and lexical structures begun in 110, with special emphasis on speaking and writing. (Proseminar.) Four hours of class, with additional TA session and laboratory work. Taught in Spanish. Prerequisite, 110 or placement. Puertas.

130F,S Third-Term Spanish. Intensive review of grammar and syntax at the intermediate level, with key emphasis on writing and speaking. Selected readings and in-class activities form the basis for further work in all the language skills. (Proseminar.) Four hours of class with additional laboratory work and TA session. Prerequisite, 115, 120 or placement. Taught in Spanish. Burke and Puertas.

135S Spanish Immersion II. Designed for exceptionally motivated intermediate students who wish to accelerate their acquisition of Spanish. Continuation of Spanish 115. Intensive training in grammar and syntax with special interactive emphasis on speaking, writing and reading. A thorough review of all grammar at the intermediate level is followed by cultural readings and small group activities similar to those of

140. Successful completion will place students into 200. Two course credits. Three 50-minute and two 75-minute classes a week, plus an additional three hours of laboratory work and TA session. Taught in Spanish. Prerequisite, 115, 120 or placement. Aguila.

140F,S Conversation on Hispanic Cultures. Intense focus on speech emergence and oral presentation. Study of diverse cultural readings and other aesthetic productions as a basis for refinement of grammar comprehension and as a means to further improve writing, reading and listening skills. (Proseminar.) Three hours of class, with additional activities, TA sessions and laboratory work. Taught in Spanish. Prerequisite, grade of C or better in 130, placement or consent of instructor. Galvez and the Department.

200F,S Exploring Hispanic Texts. Study of interdisciplinary cultural discourses — art, music, journalism, literature, film — from Latin America, Spain and the Spanish Caribbean. Focus on written and oral argumentation; introduction to the interpretation of literary texts. Advanced grammar in context and vocabulary building. Course emphasizes writing, oral presentation and the refinement of speech and pronunciation. (Writing-intensive.) (Proseminar.) Three hours of class and TA session. Taught in Spanish. Prerequisite, grade of C+ or better in Spanish 135 or 140, placement or consent of instructor. Not open to students who have taken 201. Rivera-Cordero and Tejerina-Canal (Fall); Rivera-Cordero (Spring).

201F Spanish for Heritage/Bilingual Speakers. Integrated review of the grammatical structure of Spanish for bilingual students, with intense emphasis on writing. Major emphasis placed on anthropolitical linguistics; special focus on political and cultural history of U.S. Latinos/as: issues of immigration, bilingualism, English-Only. Interdisciplinary readings by Latin American, Caribbean and U.S. Latino/a authors, as well as interdisciplinary film. Group activism project targets Latino communities in Utica and surrounding areas. Intense interaction focused on discussion and oral and written argumentation. (Writing-intensive.) (Proseminar.) Three hours of class. Prerequisite, placement exam or consent of instructor. The Department.

210S Introductory Study of Spanish Literature. Intensive study and analysis of cultural concepts and selected literary works of Spain. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and on original application of critical methodology in writing projects. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor. Enrollment priority will be given to concentrators. Normally not open to senior concentrators. Rivera-Cordero.

211F Introductory Study of Latin American Literature. A selected overview of cultural concepts and literary movements and genres in Latin American literatures. Special emphasis on representative works of selected historical periods. Introduction to basic critical skills for literary and cultural analysis as applied to texts studied. Emphasis on oral performance, student participation and original application of critical methodology in writing projects. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor. Normally not open to senior concentrators. Aguila.

[213] Introduction to U.S. Latino/a Literatures. Examination of cultural production of representative U.S. Latino/a writers, filmmakers and visual artists from the civil rights movement to present. Focuses on the rewriting of contextual history of Latinos within the United States through interdisciplinary texts. Emphasis placed on literary, cultural and historical/political analysis, feminist criticism and anti-racist pedagogies. No knowledge of Spanish required. Taught in English. Prerequisite, English 150 or any literature course in any language at the 200 level. (Same as Comparative Literature 213, English 213 and Women's Studies 213.)

[215] Advanced Study of Grammar and Composition. An intensive and detailed study of the more complex points of Spanish grammar, including rigorous study of vocabulary and composition. Each unit prepares and teaches the student to write in a certain genre (description, narration, exposition, etc.). Especially recom-

mended for Spanish majors, minors and future teachers of Spanish. (Writing-intensive.) Taught in Spanish. Prerequisite, 200, 201 or consent of instructor.

[225] Spanish for the Professions. Study of the vocabulary, expressions and functional use of Spanish in professional contexts. Fields covered will be medicine, business, law and social services, among others. This is an ideal course for students who wish to continue using Spanish in their career or simply want to expand their vocabulary base. Taught in Spanish. Prerequisite, 200, 201 or consent of the instructor.

226F U.S. Latino/a Studies: Challenges of Gender, Race, Nation. For full description, see Women's Studies 226.

[250] Journey into Spanish Cultures. A study of the cultures of Spain, including history, music, painting and other aspects of Spanish civilization which reflect or have contributed to the development of modern Spanish perspectives. Emphasis on contemporary social and political events. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor.

251S Cultural Studies in Latin America. Analysis of Latin American cultural history of the 19th and 20th centuries. Study of interdisciplinary cultural texts — maps, films, journalism, popular magazines and music — that represent relevant moments in or challenges to the consolidation of political and cultural identities. Particular attention paid to the figures and voices of criollos, indios, negros and sexual minorities. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor. Aguila.

257F The World of Spanish Art: From the Alhambra to Guernica. Intensive study of the artistic production of Spain, as reflected in the most significant expressions of architecture, painting and sculpture, along with the cultural and historical context in which these works were created. To be included, among others: Moorish, Romanesque, Gothic, Renaissance, Baroque, Neoclassic and Modernist styles (in architecture); El Greco, Velázquez, Zurbarán, Ribera, Murillo, Goya, Sorolla, Picasso and Dalí (in painting); and Vasco de la Zarza, Bigarny, Diego de Siloé, Juni, Montanás, Cano, Mena, Berruguete (in sculpture). Taught in Spanish. Prerequisite, 200, 201 or consent of instructor. (Same as Art History 257.) Medina.

261F Writing, Self and Nation in Latin America. Study of the relationships between literature and society during the 19th and 20th centuries in Latin America. Different instances in the articulation of national identity and struggle for cultural independence will be considered through the reading of pertinent texts. Particular emphasis on salient political ideas ingrained in literary narratives. Among authors studied are Jorge Isaacs, Clorinda Matto de Turner, José Asunción Silva, Mariano Azuela, Mayra Santos-Febres, Alberto Fuguet and María Luisa Bombal. Taught in Spanish. Prerequisite, 210, 211 or consent of instructor. Galvez.

[265] The Art of Translation. A study of translation theory and its applications in Spanish to English and English to Spanish. Includes a comparative study of the grammatical structure of both languages, terminology building and ample practice with translations in various fields. Taught in Spanish. Prerequisite, 200, 201 or consent of instructor. Maximum enrollment, 20.

[270] Special Topics in Spanish Literature and Culture. Taught in Spanish. Prerequisite, 210, 211 or consent of instructor. Normally not open to senior concentrators.

271S Special Topics in Latin American Literature and Culture: Topic for 2006: Representing Gender in Mexico. Focuses the study of gender on interdisciplinary representations of feminity/masculinity in literature, film, art and media. Analysis of traditionals symbols of feminity in Mexico (for example, La Malinche and the Virgin Guadalupe) and their feminist critics in the 20th century. Gender identity — and its link to national identity — studied through the lens of social issues and literary and artistic concerns. Readings include works by Sor Juana Ines de la Cruz, Octavio Paz, Rosario Castellanos, Elena Paniatowska and Carmen Boullosa, among

others. Taught in Spanish. Prerequisite, 210, 211 or consent of instructor. Not open to senior concentrators. Burke.

[281] Introduction to Latin American Short Fiction. Critical reading and interdisciplinary discussion of selected Latin American short fiction. Designed to familiarize students with the poetics of the Latin American short story and its relationship to pertinent literary movements. Readings will include works by Borges, Quiroga, Cortázar, Rulfo, Valenzuela, Castellanos, García Márquez and others. Taught in Spanish. Prerequisite, 210, 211 or consent of instructor.

[283] Understanding the Caribbean World. Interdisciplinary study of cross-cultural production and political discourse of Spanish-speaking Caribbean islands (Cuba, Puerto Rico, Dominican Republic), Haiti and the Caribbean Diaspora in the United States. Historical inquiry into European conquest of the Caribbean, the legacy of slavery, sugar plantation economy, race formation, colonialism, nationalism, U.S. imperialism and the new politics of the "ethno-nation" through the diverse mediums of literature, history, geography, essay, music, dance and film. No knowledge of Spanish required. Taught in English.

[285] The Hispanic Transatlantic. Exploration of cultural interactions between Spain and Latin America, and among Spain, Latin America and the United States, in literature, music, film and popular culture from the early modern period to the present. Topics include imperialism; the relationships between modernity and colonialism; diasporas; contact zones; transculturation; rearticulation of transnational identities; coexistence in difference; borderlands; mestizo cultural spaces; cultures of resistance. Authors include Guamán Poma, "Clarín," Rosalía de Castro, García Lorca, Vallejo, Guillén, Anzaldúa, Ramos Otero, Manu Chao. Taught in Spanish. Prerequisite, 210, 211 or consent of instructor.

[300] Medieval Spanish Literature. An in-depth view of the beginning and early development of Spanish literature, emphasizing key works that serve as precursors to later Spanish and Latin American literatures, including Jarchas, El Poema de Mió Cid, Auto de los Reyes Magos, El Conde Lucanor, Libro de Buen Amor, poetry of the Romancero, Coplas por la muerte de su padre, Cárcel de Amor and La Celestina. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

[301] Modernismo. Contextualized study of the Latin American and Spanish literary movement that broke away from the naturalist tradition and anticipated the avant-garde. Analysis of innovative literary premises in essay, prose fiction, chronicle, theatre and poetry through focus on the new consciousness of the "modernista" writer's role in turn-of-the-century society. Examination of related notions of exoticism and escapism in the context of continental modernization. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

[310] Latin American Theatre. Analysis and discussion of 20th-century plays in light of major theatrical movements such as the Theater of the Absurd, the Epic Theater, Metatheater and the Theater of Cruelty. Readings from such leading playwrights as Usigli, Marqués, Gambaro, Wolff, Carballido and Cossa. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

[312] Latin American Dialectology. A study of the major dialects of Latin America, including their origins, development and geographical extension. Students will learn the basics of dialectology, sociolinguistics and phonetic transcription while increasing their general knowledge of Spanish. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor.

[315] History of the Spanish Language. A study of the historical development of the Spanish language from its origins in Latin to the present day. Covers changes in

sounds, word formation, grammatical structure and vocabulary, and their manifestation in Old Spanish texts. Students who enroll in this course should have an interest in analyzing the structure of the language. No familiarity with Latin is required. Taught in Spanish. The course fulfills the pre-1800 requirement for the Spanish concentration. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor.

[320] Contemporary Latin American Novel. Critical reading of representative Latin American novels from the 1980s and 1990s. Authors include Piglia, Eltit, Aria, Vallejo, Bellatin. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

[340] Twentieth-Century Spanish Theatre. Study of the development of the theatre in Spain as a reflection of the artistic, social and historical turmoil that led to the Spanish Civil War, Franco and the present democratic monarchy. Emphasis on critical reading and discussion of works by such authors as Ortega y Gasset, Benavente, Grau Valle-Inclan, Garcia Lorca, Buero Vallejo, Sastre, Arrabal, Muniz, Ruibal, Fernan Gomez, Martinez Ballesteros and Paloma Pedrero. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor.

[345] The Female Autograph: Women's Writing in the Hispanic World. Cross-cultural study of women's literary texts in Spain, Latin America and the United States. Textual analysis grounded in feminist literary, social theories and critical frameworks; particular attention paid to women's agency and writing as transgressions in patriarchal symbolic order, to the consideration of a generolecto (women's specific literary inscription) and to theoretical and critical approaches to gender and writing. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. (Same as Women's Studies 345.)

[350] Latin American Short Fiction. Critical reading and interdisciplinary discussion of selected Latin American and Caribbean short fiction. Authors include Quiroga, Borges, Cortázar, Argüedas, Rulfo, Valenzuela, Peri Rossi, Ferré, Castellanos, Campobello, Dávila and others. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

[360] The Generations of 1898 and 1927. Study of the ideas, trends and new concepts of Spanish literature in the 20th century, as portrayed by Spain's most acclaimed modern writers, including Ganivet, Unamuno, Jimenez, Antonio Machado, Baroja and Azorin, and such younger authors as Salinas, Guillen, Garcia Lorca and Alberti, with Ortega y Gasset as a liaison between both generations. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 or consent of instructor.

365/465S Transatlantic Cinema. Analysis of important examples of Latin American, Latino and Spanish films. Examines the artistic components of each work within its socio-historical context. Films studied will include: *Los Olvidados* (México 1950); *La boca del lobo* (Perú 1988); *Frida, naturaleza viva* (México 1984); *Yo, la peor de todas* (Argentina 1990); *A hora da estrella* (Brasil 1985); *Bolivia* (Argentina 2000); *Mechuca* (Chile 2004); *Guantanamera* (Cuba 1995); *El espíritu de la colmena* (España 1973); *¿Qué he hecho yo para merecer esto?* (España 1973); *La pelota vasca: La piel contra la piedra* (Euskadi 2003); *And the Earth did not Swallow Him* (EEUU 1996). Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201, or consent of instructor. Senior concentrators who plan to write their senior research project in this course must take it as 465. The Department.

[371] Special Topics in Latin American Literature. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

379S Latino/a Experiences in the United States. Rigorous examination and historico-political analisis of U.S. Latina literary production and poetics with focus on

short story and drama (including performance art). Examination of construction and critiques of self, gender, society and political and sexual identities. Course analysis framed by feminists literary theories and criticism, and anti-racist pedagogy. Authors will include Ana Castillo, Sandra Cisneros, Cherríe Moraga, M. H. Viramontes, Nicolasa Mohr, Migdalia Cruz, Marga Gómez. No knowledge of Spanish required. Taught in English. Prerequisite, two 200-level courses in literature or consent of instructor. (Same as English 379 and Women's Studies 379.) The Department.

380F Cervantes' *Don Quijote*. Careful analysis of the style, characterization, theme and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the 17th century. Taught in Spanish. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor. Rivera-Cordero.

[385] Travel and Writing in Spain and Latin America. Analysis of travel narratives and representations of travelers as models of contact within the cultures of globalization from the early 19th to the 20th centuries. Topics include: travel as metaphor; economies of displacement and travel; identity; indianos (women) travelers and migrants as cultural agents; migration; exile; pilgrimage; diaspora cultures. Authors include Condesa de Merlín, Flora Tristán, "Clarín," Pereda, Galdós, Martí, Carmen de Burgos, García Lorca, Mistral, Teresa de la Parra, Luis Rafael Sánchez, Manuel Ramos Otero. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

[395] The Avant-Garde. Examination of the manner in which the Spanish and Latin American avant-gardes resist and rewrite established classical traditions. Particular emphasis placed on how Baroque poetics are used in the formulation of a "modern" art. Discussions will revolve around poems, manifestos and films. Prerequisite, two 200-level courses in Hispanic studies above 200 or 201 including 210 or 211 or consent of instructor.

400F Senior Seminar Topic for 2006-07: Latin American Narrative from the "Boom" to the Present. Examination of selected prose works by Gabriel Garcia Marquez, Julio Cortazar, Mario Vargas LLosa, Jose Donoso, Carlos Fuentes, Manuel Puig, Elena Garro, Carmen Boullosa and others, with critical discussions ranging from magic realism and the fantastic, to the comercial success of the "Boom" and the subsequent "boom" of a new wave of female writers, to the manipulation of gender, genre, history, myth, time and language in experimental and fragmentary "postmodern" literature. Taught in Spanish. Open to seniors only. Required course for senior concentrators who are candidates for honors and strongly recommended for all other senior concentrators. Hispanic studies concentrators will be given preference over other seniors. Burke.

550S Honors Project. Independent study program for students who qualify as candidates for departmental honors. Students will work closely with a thesis advisor (chosen from among the Hispanic studies faculty) who will direct and guide the preparation and oral defense of the thesis. Students will normally also choose a second reader. Students must normally have an average of at least 90 in the courses counting toward the concentration at the end of the first semester of the senior year in order to qualify. Honor concentrators must normally take the Senior Seminar (400) during the fall of their senior year. The Department.

History

Faculty

Douglas Ambrose, *Acting Chair*
Kevin P. Grant
Christopher Hill
Maurice Isserman (F)
Esther S. Kanipe
Shoshana Keller
Alfred H. Kelly
Andrew Lewis
Robert L. Paquette (F)
Lisa N. Trivedi
Robert J. Vanderlan
Jacob T. Whittaker
Chad L. Williams (F,S)
Thomas A. Wilson (F,S)

A concentration in history consists of 10 courses. Each concentrator must take a 100-level history course, and no more than one 100-level course may be counted toward the concentration. All 100-level courses are writing-intensive and are designed to prepare the student for upper-level courses. At least two places will be reserved in each 100-level course for juniors and seniors. A concentrator must also take at least four courses at the 300 level or higher.

A concentrator's courses must provide acquaintance with a minimum of three areas from among Africa, Asia, Europe, Latin America, the Middle East, Russia and the United States. At least three courses must focus upon areas outside of Europe and the United States. A concentrator in history must also take at least one course in premodern history. The department encourages concentrators to develop competence in a foreign language and to use that competence in their historical reading and research.

Concentrators may fulfill the department's Senior Program requirement through satisfactory completion of either of the following options:

Research Seminar (401). Concentrators may fulfill the Senior Program requirement through satisfactory completion (a grade of at least C-) of the research seminar. This course may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographical essay or primary research culminating in an original essay.

Independent Senior Thesis (550: one course credit). Concentrators with a departmental grade point average of 88 or higher may, with the permission of the department, pursue an individual project under the direct supervision of a member of the department. To earn departmental honors, concentrators must have a departmental grade point average of 90 or above in their coursework and earn a grade of A- or higher for the independent senior thesis. Finally, to earn departmental honors, concentrators must complete at least one year of college-level study in a foreign language and make a public presentation of the senior thesis.

A minor in history consists of five courses, of which only one can be at the 100 level and at least one must be at the 300 level or higher, as approved by the department.

A student wishing to be certified to teach social studies in grades 7-12 should contact Susan Mason, director of the Education Studies Program, as early as possible.

102S Atlantic World in the Era of the Slave Trade. Survey of the development of the world economy from the 15th to the 19th centuries, with emphasis on the interrelations of Western Europe, Africa and the Americas. Stress on basic skills in the study of history. (Writing-intensive.) Paquette.

104F Europe and its Empires, 1500-2000. A survey of European exploration, imperial expansion and post-colonial society. Examines European debates over the principles and objectives of imperialism in the Americas, the Pacific and Africa. Illuminates changing views toward culture, economics, race, gender and nationality. Stress upon basic skills in the interpretation of historical texts and writing. (Writing-intensive.) Grant.

[107] In Red, White and Black: Iberian Colonization of the Americas. A survey of Iberian expansion into and colonization of the Americas beginning with

Portugal's exploration of West Africa in the 15th century and ending with the abolition of slavery in Brazil in 1888. Emphasis on diasporas, cultural encounters, labor systems, race and slavery. Stress on basic skills in the study of history. (Writing-intensive.)

109S The Emergence of Modern Western Europe, 1500-1815. Survey of transformation of Western Europe from the Renaissance through Napoleon. Focuses on social, political, economic and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. (Writing-intensive.) Ambrose.

111S Women in Modern Europe. Survey of the history of European women since the Middle Ages; evolution of women's roles in families, employment and communities; women's struggles as religious, revolutionary and/or feminist rebels. Stress on basic skills in the study of history. (Writing-intensive.) Kanipe.

117F Europe Since 1815. A survey of European history in a global context since the Napoleonic period. Focuses on political, social, economic and cultural developments. Stress on basic skills in the study of history. (Writing-intensive.) Kelly.

[128F] Europe in the Age of the Two World Wars. Examination of Europe from 1900 to 1950, with an emphasis on the causes, processes and results of the two world wars, the rise and fall of fascism and communism, and the decline of European power. Stress upon basic skills in the interpretation of historical texts and writing. (Writing-intensive.)

132F Jewish Civilization from the Talmud to the Yishuv. An introduction to Jewish history from the Geonic period (8th-11th centuries CE) to the 1930s. Focus on how Jews developed a thriving and complex religious civilization while living as minority communities scattered throughout the world. Considers religious and intellectual developments under Muslim and Christian rule, the political and social conditions of diaspora, and the impact of modernity. Stress on basic skills in the study of history. (Writing-intensive.) Keller.

[139] Antislavery and Emancipation in the Atlantic World. Study of the rise of one of the great intellectual currents of the modern world, the systematic opposition to slavery and the religious figures, political economists, slaves, sailors, missionaries, planters and democrats who participated. Character and significance of various New World emancipations from the Northern United States in the 18th century to Brazil and Cuba at end of the 19th century. Emphasis on slave initiatives and resistance, role of states and economic and social consequences of emancipation. (Writing-intensive.)

[140S] United States Military History. Survey of warfare and military service in U.S. history from the colonial period to the present. Explores the ways in which domestic and international wars have shaped how the United States has constructed itself as a nation and determined its place in the world. Emphasis placed on the relationship between war and domestic social, political and economic change, the various ways in which individual soldiers have responded to military service and combat, and the ascendancy of the United States as a global militaristic power. (Writing-intensive.)

142F The Western Legal Tradition to 1500. Introduction to the development of jurisprudence in the Western world. Themes will include legal philosophy, legal codes from antiquity through the Middle Ages, and the foundation of the modern systems of Canon, Roman and Common Law. (Writing-intensive.) Hill.

143 The American Civil Rights Movement. Examination of racial discrimination in the North and West as well as in the segregated South and the American Civil Rights Movement in its broad chronological and geographic contexts. Focuses on the Civil Rights Movement in the 1950s and 1960s; its emphasis on integration, nonviolence and the idea of an inclusive American Creed; and its apparent unraveling by the late sixties as activists seemed to embrace "black power" and separatism. (Writing-intensive.) Lewis.

180F Exploring Culture in the Great Cities of Asia. An interdisciplinary exploration of Asian cultures through cities in China, India and Japan from early times to the 20th century. Examines the history and geography of greater Asia, its diverse peoples and their philosophical and literary traditions; their religious and commercial practices; and their art. (Writing-intensive.) (Same as Asian Studies 180.) Trivedi and Whittaker.

203F African-American History to 1865. A survey of the social, political and economic history of African-Americans from the 1600s to the Civil War. Focuses on slavery and resistance, racism, the family, women and cultural contributions. Prerequisite, one 100-level history course or Africana Studies 101 or consent of instructor. (Same as Africana Studies 203.) Lewis.

204S African-American History from 1865 to the Present. The experiences of the African-American community from Reconstruction, through Industrialization and Northern Migration, the Harlem Renaissance and Pan Africanism, to the World Wars and the Civil Rights Movement. Analysis of the construction of "race" in each period and the diversity of the black experience in America. Prerequisite, one 100-level history course, Africana Studies 101 or consent of instructor. (Same as Africana Studies 204.) Lewis.

206S Medieval Europe. A survey of Western Europe in the Middle Ages, concentrating on the development of political, social and religious institutions and medieval contributions to Western cultural traditions. Prerequisite, one 100-level history course. Hill.

[208] The Celtic Middle Ages. Examination of European Celtic civilizations from antiquity to the end of the Middle Ages, with emphasis on the political, social and religious history of Ireland, Scotland and Wales. Themes will include pagan Celtic religion and Christianity, medieval Celtic myth and literature, social structure, ethnic and regional identity, politics and rebellion. Prerequisite, one 100-level history course.

212S Modern Germany: 1789 to the Present. Political, cultural and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, Nazi tyranny, postwar division and unification. Prerequisite, one 100-level history course. Kelly.

218F Twentieth-Century Europe: The Age of the Two World Wars. Examination of Europe from 1900 to 1950, with an emphasis on the causes, processes and results of the two World Wars. No previous coursework in history required. Not open to students who have completed 128. Maximum enrollment, 60. Kanipe.

221F Early Russian History From Rurik to Alexander II. A survey of Russian history from Kievan Rus' to the Great Reforms of Alexander II. Emphasis on the development of Russia from scattered principalities to empire and the struggle for an identity between Europe and Asia. Prerequisite, one 100-level history course or consent of instructor. (Same as Russian Studies 221.) Keller.

222S Modern Russian History: Serfs to Post-Soviets. Russia from the 1861 emancipation of the serfs to the present. Study of revolution and continuity throughout the modern period, with an emphasis on the multi-national character of the Russian/Soviet state. Prerequisite, one 100-level history course or consent of instructor. (Same as Russian Studies 222.) Keller.

225F History of European Thought: 1600-1830. Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism and German idealism. Prerequisite, one 100-level history course. Kelly.

[226S] History of European Thought: 1830 to the Present. Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwin-

ism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, fascism, communism and existentialism. Prerequisite, 225 or consent of instructor.

[228S] The Family in Modern History. A study of marriage, sex and the family from the 16th through the 20th centuries in Europe and America. (Writing-intensive.) Prerequisite, one 100-level history course. Kanipe.

[235] Women in Modern Asia. Key dimensions of women's relationships to colonial and national states in Asia during the 20th century. Introduction to distinct cultural systems in Asia with emphasis on how religion, ethnicity and class shape lives of women in Asian societies. Roles of women in politics, economics and social reform under both colonial and national states. Extensive use of biography, autobiography and memoir. Prerequisite, one 100-level history course. (Same as Women's Studies 235.)

239S The Making of Modern India, 1526-1947. An intermediate-level survey of the history of South Asia from the Mughal Empire to independence. Comparative emphasis upon changes in social identities, political systems and economic life. Primary documents draw forward the perspective of rulers, merchants, women, reformers, workers, colonial officials and nationalists. Prerequisite, one 100-level history course. Trivedi.

241F American Colonial History. A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic and social development, religious and cultural life, and regional similarities and differences. Prerequisite, one 100-level history course. Ambrose.

[242] The Old South. Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery and political development; religious, intellectual and cultural life; slave life and resistance; gender and family relations; secession; and the legacy of Southern history. Prerequisite, one 100-level history course.

[247] "Cracking India:" Historical and Literary Perspectives on Partition. Interdisciplinary seminar investigates the 1947 partition of British India into the independent nations of India and Pakistan from multiple perspectives and drawing on a variety of sources, including conventional and oral histories, memoirs, fiction and film. Focus on gender and class as well as religious differences. Prerequisite, an introductory course in either history or literature.

251F Nineteenth-Century America. A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state. Prerequisite, one 100-level history course. Vanderlan.

254F Recent American History: The United States, 1941 to the Present. A survey of American political, economic, cultural and social life from the start of the Second World War to the present. Topics include the Second World War, the Cold War, McCarthyism, the Civil Rights Movement, the sixties and their aftermath, and the Reagan Revolution and its aftermath. Prerequisite, one 100-level history course. Vanderlan.

[257] Race, Ethnicity and Immigration in the Atlantic World. U.S. population growth and its impact on America's social, economic and political life. Impact of immigration on racial and ethnic relations and identity, as well as description of numerous ethnic and racial communities. Dynamics of acculturation and assimilation in struggle to maintain ethnic identity in the face of homogenizing popular culture and governmental programs. Prerequisite, one 100-level history course.

[268F] Race, War and Society in United States History. An examination of the relationship between war and racial ideologies in the development of American social relations from the colonial period to the present. Specifically focuses on how issues of

race have been central to the ways in which war has been conceptualized and waged both within the United States and beyond. Explores how the social, cultural, regional evolution of the United States is intimately connected to the encounters of various racial-ethnic groups with violence emerging in the context of periods of warfare. Prerequisite, one 100-level history course. (Same as Africana Studies 268.)

270S Emperor, Courtier and Samurai in Early Japan. Study of the politics, religion and literature of classical Japan, the social and political impact of the emergence of the samurai in medieval Japan, and "restoration" of imperial authority during the Meiji era. Focuses on interaction with Chinese culture in the formation of Heian politics and religion; the contestation for political power at the imperial court; tensions among the court, the shogun and regional samurai vassals in the medieval era; and the emergence of a nativist reaction to Chinese influence beginning in the 18th century. No previous knowledge of Asian history required. Prerequisite, one 100-level history course. Whittaker.

[272] U.S. Latino/a History. The formation of Latino/a communities in the United States from 1846 to the present, through a combination of conquest, immigration and migration. Analyzes how Latinos and Latinas, including Mexicans, Puerto Ricans, Cubans and Dominicans, have been incorporated into the regional economies of the United States where they settled. Prerequisite, one 100-level history course.

[273F] Restoration and Reform in Modern Japan. Examines the historical background of the Meiji era (1868-1911), the social and political reforms enacted during that period and their consequences throughout the 20th century. Focuses on the decline of the samurai class, the contradictory motives of Meiji reformers, traditional nativism's impact on the rise of fascism, and Japan's military and economic expansion in Asia in the 1930s and 1940s. Prerequisite, one 100-level history course.

275S Modern Middle Eastern History. A survey of the Middle East from Napoleon's invasion of Egypt in 1798 to the present. Examines Muslim responses to European imperialism, political and cultural developments, the impact of the Cold War and the continuing Arab-Israeli rivalry. Prerequisite, one 100-level history course or consent of instructor. Keller.

278S South Africa, 1652-2004. Survey from the first Dutch settlement on the Cape in 1652 through the first multiracial democratic election in 1994. Issues will be explored through the experiences of indigenous peoples, such as the Khoisan, Zulu, and Xhosa, migrant laborers from Asia, the "coloured" community, Afrikaners and British settlers. Prerequisite, one 100-level history course. Grant.

[280S] Chinese Culture in Imperial Times. In-depth study of late imperial Chinese cultural, intellectual and political history from the 11th through the 18th centuries. Focuses on imperial and popular religious cults; the decline of the medieval aristocracy and emergence of the Confucian gentry and civil bureaucracy in the 11th century; the civil service examination system; footbinding; and conceptions of gender. No previous knowledge of Asian history required. Prerequisite, one 100-level history course.

282S Rebellious Union: Britain and Ireland, c 1700-2000. A survey of the political relationship between Britain and Ireland, situated in the broader context of the British Empire. Examines this relationship from the colonial era through the Good Friday agreement of 1998, with emphasis upon the development of national cultures, political parties, rebel movements, and government institutions and policies. Prerequisite, one 100-level history course or consent of instructor. Grant.

[284] Great Britain, the Empire and Immigration, 1783-1997. A survey of British politics and society from the end of the war with the American colonies to the election of New Labour. Emphasis on imperial and post-colonial issues, including

the influence of the empire on British daily life, ideologies of race and immigration. Prerequisite, one 100-level history course or consent of instructor.

285F Modernity and Nationhood in China. Examination of the social factors in the decline of imperial China in the 19th century, cultural interaction with Westerners and nationalist revolutions in the 20th century. Reevaluation of the coherence of nationhood in Chinese identity and the Western "impact" as the crucial factor in the formation of modernism. No knowledge of Asian history required. Prerequisite, one 100-level history course. Whittaker.

[301S] The Philosophy of History. An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in philosophy. (Same as Philosophy 301.)

[304F] The French Revolution. A detailed examination of the French Revolution, including its origins, events and key personalities, and its consequences socially, politically and economically. Special attention to historiographical issues. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Kanipe.

305S Nomads, Conquerors and Trade: Central and Inner Asia. Study of Central and Inner Asia's place among more familiar Asian cultures such as China and India. Centrally located but distant from the great empires, Central Asia has transmitted peoples, ideas and goods across the Eurasian continent. It has also been home to rich cultures that have combined Turkic, Persian, Chinese, Mongol and Russian influences. Examines dominant cultural patterns across time and place as well as the modern history of the region. (Writing-intensive.) Prerequisite, 180 or consent of instructor. Keller.

306S Topics in Medieval History. Topic for Spring 2007: The King, the Common Law and Thomas Becket. An examination of the theory and practice of war in the Middle Ages. Explores medieval military history, the social consequences of war, notions of chivalry and the crusades. Emphasis upon reading and interpretation of medieval sources. (Writing-intensive.) Prerequisite, one 200-level history course. Hill.

[314S] Nazi Germany. Origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II and the Holocaust. (Writing-intensive.) Prerequisite, 212, 218 or consent of instructor.

[333] Philosophical Masters of Ancient China. Discussion of the major religious and philosophical schools of ancient China. Readings in the Daode jing, Zhuangzi, Analects, Book of Rites, Mencius and Xunzi. Students read major writings by ancient Chinese masters and debate their virtues and shortcomings. (Writing-intensive.) Prerequisite, one 100-level history course, Asian Studies 180 or consent of instructor.

[334] Social History of World War II. An intensive study of World War II and American society, focusing on the "homefront," with particular emphasis on the war's impact on African-Americans, Native Americans, Chicanos and women. Explores the ways in which American workplaces were affected by the war, especially in terms of race and gender. In addition to history text, we will draw upon fiction, music, slides, movies, maps and Web sites. (Writing-intensive.) Prerequisite, one 200-level course in American history or consent of instructor.

335F Hunger in History. Examines how people have understood the significance of hunger in terms of health, religion and politics. Addresses the significance of hunger at different times and in different cultural contexts. Subjects include the fasts of religious women in medieval Europe, the experience of famine, the development of nutritional science, the creation of government programs to combat hunger, and the use of hunger in both militant and non-violent political protests in the 20th century.

(Writing-intensive.) Prerequisite, one 200-level course in history or consent of instructor. Grant.

[337] Seminar in Chinese Intellectual History: Confucianism. Examination of Confucian thought and ritual practice from Confucius and his immediate disciples, its syncretic reformulation in the Han dynasty to its revival in the 11th century and the New Confucian movement of the 20th century. Emphasis on reading primary texts in intellectual and ideological contexts in order to scrutinize the native terms in which Confucians understood themselves and their place in society and history. (Writing-intensive.) Prerequisite, 270, 280, 285 or consent of instructor. (Same as Philosophy 337.)

[338] Seminar: Heroes and Bandits in Chinese History and Fiction. Readings from several of China's greatest literary works (including histories, novels, opera and poetry) such as Sima Qian's *Records of the Grand Historian* and *The Romance of the Three Kingdoms*. Reexamination of widely held assumptions about history and fiction with discussions and writing assignments on the role played by different genres as sources for knowledge about the past. Emphasis on authors' attitudes in shaping narrative accounts of heroes, bandits, assassins, scholars, women and emperors. (Writing-intensive.) Prerequisite, 280, 285 or consent of instructor. (Same as Comparative Literature 338.)

[340S] Studies in Twentieth-Century Europe. Topic to be announced. (Writing-intensive.) Prerequisite, one 200-level course in European history or consent of instructor.

[341] Studies in American Colonial History. Topic to be announced. (Writing-intensive.) Prerequisite, 241 or consent of instructor.

[342F] The Minds of the Old South: Southern Intellectual History, 1700-1877. Investigation of the intellectual and cultural history of white and black southern Americans from 1700 through Reconstruction. Topics include religious beliefs and practices, literary production and consumption, political and social thought, and relation of southern thought to national and transatlantic developments. (Writing-intensive.) Prerequisite, 203, 242, 251 or consent of instructor.

[344F] Studies in Women's History. Topic to be announced. (Writing-intensive.) Prerequisite, one 200-level course in European history or any 100-level course in history and one course in women's studies, or consent of instructor. (Same as Women's Studies 344.)

[345S] Studies in Russian History. Topic to be announced. (Writing-intensive.) Prerequisite, 221, 222 or consent of instructor. Next offered 2007-08. (Same as Russian Studies 345.)

350S Slavery and the Civil War. A study of the causes and consequences of the Civil War, with emphasis on antebellum society, sectional tensions, Abraham Lincoln and military strategy. (Writing-intensive.) Prerequisite, 251, Africana Studies 101 or consent of instructor. Paquette.

[351] Seminar: Race and Popular Culture in the United States. Examination of how theater, music, movies, television and sports have reflected and shaped racial politics in the United States. Includes analysis of stereotypes and their political implications for both racial segregation and civil rights. Further considers the agency of African-American performers and athletes. (Writing-intensive.)

[352F] Black Protest in the Era of the "New Negro." Examines the dynamic nature of black social life, political protest and cultural development from 1917 to 1929. Explores issues such as the social, political and economic impacts of the First World War, the meanings of black military service, the "Great Migration," the "Red Summer" of 1919, Pan-Africanism and the UNIA, black internationalism, post-war radical movements and the Harlem Renaissance. Particular attention given to the

function of class, gender and diasporic consciousness in shaping the history of this period. (Writing-intensive.) Prerequisite, one 100-level history course or consent of instructor.

353S Seminar on the Sixties. Examination of a critical period in recent U.S. history, with special attention to the Civil Rights Movement, the Vietnam War, campus protest and the origins of the women's movement. (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20. Isserman.

[359] Studies in American Progressivism. An intensive study of the major political, social and intellectual transformations in American society between 1890 and 1940. Emphasis on the Progressive Era, World War I, the era of alleged "normalcy" in the 1920s, the Great Depression and the New Deal. (Writing-intensive.) Prerequisite, 253. Maximum enrollment, 12.

[360F] Mythical Histories in China and Japan. Examination of how history is used to legitimate or critique institutions such as the Japanese emperor, philosophical regimes such as Confucian orthodoxy, social practices such as women's duties in an extended Chinese family or Marxist revolution. Emphasis on scrutiny of primary Chinese and Japanese texts in translation based on recent cultural theories such as deconstruction. (Writing-intensive.) Prerequisite, 270, 272, 280, 285 or consent of instructor. Maximum enrollment, 12.

[362] Reconstruction to Jim Crow: The South from 1856 to 1910. Revolutionary impact of the Civil War on the South, political and constitutional controversies over emancipation and Reconstruction policies, and complex adjustments of planters, white yeomanry and former slaves to emancipation. Emphasis on political activism during and after Reconstruction, the ascendancy of Jim Crow, the enforcement of white supremacy and the instability of the color line. Major themes include evolution of racial ideologies, gender, economic development and historical memory. (Writing-intensive.) Prerequisite, one 200-level course in American history or consent of instructor.

[363S] Seminar: Colonial Encounters in Asia. Examines encounters between Asian and Western peoples from Marco Polo to the present. Consideration of problems of orientalism/occidentalism and reassessment of the myth of the Western "impact" on Asia by learning how Asian peoples understood the West and the ways that Europe, too, was affected by these encounters. (Writing-intensive.) No knowledge of Asian history required. Prerequisite, consent of instructor.

369F History of Disability. Topic for 2006: The Eugenics movement in the United States and Germany. Examination of disability in Europe and North America since 1600. Includes attention to a variety of disabilities, to the definition of disability, to treatment, educational and legal issues, and to shifting models of health and ability. (Writing-intensive.) Prerequisite, any 200-level course in history or consent of instructor. (Same as Education Studies 369.) Kanipe.

375S Gandhi: His Life and Times. An examination of primary sources written by Mohandes K. Gandhi and his associates, as well as Gandhi's autobiography and other major scholarly works. Emphasis will be placed on different approaches to understanding and capturing Gandhi's philosophy, his significance and his legacies in India, South Africa and the larger world. Topics include non-violence, the role of the individual in history and nationalist historiography. (Writing-intensive.) Prerequisite, one 200-level history course or consent of instructor. Trivedi.

378S Topics in American Biography. Examination of the lives of religious figures and their impact on American society and culture. Emphasis on author's interpretation of subject's relation to historical context, varieties of biographical methods and factors that explain variety and intensity of religious faith in American history. (Writing-intensive.) Prerequisite, one 200-level course in American history. Ambrose.

[383F] Studies in British and Irish History. Topic to be announced. (Writing-intensive.) Prerequisite, one 200-level history course on Europe, Africa or Asia, or consent of instructor.

[389F] Seminar: African-American Intellectual History. Examination of the black intellectual tradition in African-American history, from its 18th-century roots to its presence in contemporary American life. Critically engages the various strategies African-American intellectuals have employed to address the condition of people of African descent in the United States. Explores how the black intellectual has been defined throughout African-American history, how such definitions have been legitimated and the place of class, gender and location in the legacy of African-American intellectual thought. (Writing-intensive.) Prerequisite, one 200-level American history course. (Same as Africana Studies 389.)

[390] The Liberal Legacy of the Barbarian West. An exploration of the relationship between the individualism of the medieval Scandinavian and Anglo-Saxon worlds and the development of early guarantees of individual rights in England and Northern Europe. Themes will include contemporary literature and sagas, attempts at contractual government, the nature of liberal thought and the relationship between liberalism and civilization. (Writing-intensive.) Prerequisite, one 200-level history course.

391F American and the "Good War." Investigates the impact of the Second World War on the politics, society and culture of the United States. Focuses on the impact of "total war" on the class, race and gender dynamics of the nation. Considers the impact of the Holocaust, Japanese-American internment and the dropping of the atomic bomb on America's moral imagination. (Writing-intensive.) Prerequisite, one 200-level American history course or consent of instructor. Vanderlan.

401F,S Research Seminar in History. Critical evaluation of scholarship on a selected topic, culminating in a historiographical essay, or primary research on a selected topic, culminating in an original, interpretive essay. (Writing-intensive.) Prerequisite, concentration in history or consent of instructor. Open only to seniors. Maximum enrollment, 20. Kelly (Fall); Trivedi (Spring).

550F,S Senior Thesis. A project limited to senior concentrators in history, resulting in a thesis supervised by a member of the department. Required of candidates for departmental honors. Ambrose.

551S Senior Thesis. A project limited to senior concentrators in history, resulting in a thesis expanded beyond the work of 550. Prerequisite, 550 and consent of instructor. Ambrose.

Latin American Studies

Faculty
Carol A. Drogus, *(Government)*
Dennis Gilbert *(Sociology)*
Mihyang Cecilia Hwangpo *(Hispanic Studies)* (AYS)
Santiago Tejerina-Canal *(Hispanic Studies)* (S)
Bonnie Urciuoli *(Anthropology)*

The interdisciplinary minor in Latin American studies consists of five courses including History 107; Sociology 225 or Government 216; one of the Hispanic studies courses listed below; and two additional courses from the list below. Students considering courses at other institutions in the United States or abroad should consult as early as possible with the program director.

Government
216 Politics in Latin America
239 Gender and Politics in Latin America

Hispanic Studies
140 Conversation on Hispanic Cultures
200 Exploring Hispanic Texts
201 Spanish for Heritage/Bilingual Speakers
211 Introductory Study of Latin American Literature
213 Introduction to U.S. Latino/a Literatures
320 Contemporary Latin American Novel
350 Latin American Short Fiction
379 Latino/a Experiences in the United States

History
107 In Red, White and Black: Iberian Colonization of the Americas

Sociology
225 Latin American Society

Mathematics

Faculty

Richard E. Bedient, *Chair*
Debra L. Boutin
Sally Cockburn
Robert Kantrowitz
Timothy J. Kelly (S)
Larry E. Knop
Michelle LeMasurier
Robert Redfield

A concentration in mathematics consists of the required courses 113, 114 or 215, 224, 231 or 235 or 253, 314, 325, 437 and two electives, of which at least one must be at the 300 level or higher. Concentrators fulfill the Senior Program requirement by taking 437. It should be taken in the fall of the student's senior year, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 320 may be counted as a lower-level elective toward the concentration. Students may earn departmental honors by completing courses that satisfy the concentration with an average of not less than 91, by taking a third elective that is at the 300 level or higher, and by making a public presentation to the department on a mathematical topic during their junior or senior year.

A minor in mathematics consists of 113, 224 and three mathematics electives. One of the electives is normally 114 or 215 and at least one of them must have 224 as a prerequisite.

100S Statistical Reasoning and Data Analysis. An introductory course intended to develop an understanding of and appreciation for the statistical approach to problems in business and the natural, social and behavioral sciences. Not open to students who have taken a calculus course, Economics 265 or Psychology 280. May not be counted toward the concentration or the minor. Maximum enrollment, 25. Kelly.

[101F] Fractal Geometry and Chaos Theory. A visual introduction to the geometry of fractals and the dynamics of chaos. Study of mathematical patterns repeating on many levels and expressions of these patterns in nature. Extensive use of computers, but no computer expertise assumed. Placement subject to approval of the department. Not open to students who have taken a calculus course or 123. May not be counted toward the concentration or the minor. Maximum enrollment, 20.

[103F] Explorations in Mathematics. A study of topics selected from scheduling, ways of counting, probability and statistics, geometry, social choice and decision making. Placement subject to approval of the department. Not open to students who have taken a calculus course or 123. May not be counted toward the concentration or the minor.

[108F] Transformation Geometry. An introduction to transformations of the plane. Topics include line reflections, rotations, glide reflections, groups of isometries and symmetry groups. May not be counted toward the concentration or the minor. Maximum enrollment, 25.

113F,S Calculus I. Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems and integrals. Four hours of class. The Department.

114F,S Calculus II. A continuation of the study begun in 113 and an introduction to the study of differential and integral calculus of several variables. Four hours of class. Successful completion of 114 carries credit for both 113 and 114 for those students placed into 114. Prerequisite, 113 or placement by the department. The Department.

123S Discrete Mathematics. Study of mathematical models and techniques useful for addressing problems such as enumeration, network design and code encryption.

Emphasis on analytical and logical skills, including an introduction to proof techniques. Topics include set theory, number theory, permutations and combinations, mathematical induction and graph theory. Appropriate for students with strong pre-calculus backgrounds. Not open to students who have taken 224, except by permission of instructor. The Department.

201F,S Topics in Mathematics. Weekly meetings, including guest lectures, faculty and student presentations and an introduction to the mathematical literature. Prerequisite, consent of instructor. One-quarter course credit based on Satisfactory/Unsatisfactory. May be taken more than once with consent of the department. The Department.

215F Vector Calculus. Topics in vector calculus, generalizing those from 114, including divergence, curl, line and surface integrals, Stokes theorem and applications to science, engineering and other areas. Prerequisite, 114 or consent of instructor. Successful completion of 215 carries credit for both 113 and 215 for those students placed into 215. First-year students require permission of instructor. Redfield.

224F,S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems and eigenvalues; mathematical and physical applications. (Writing-intensive.) Prerequisite, 114 or 215 or consent of instructor. The Department.

231F Introduction to Optimization. An introduction to solving optimization problems involving linear functions subject to linear constraints (linear programming). Topics include the simplex method, duality theory, game theory and integer programming. Applications to economics, computer science and other areas. Prerequisite, 224. Cockburn.

235S Differential Equations. Theory and applications of differential equations, including first-order equations, second-order linear equations, series solutions, systems of equations. Prerequisite, 114 or 215, and 224. LeMasurier.

253F Statistical Analysis of Data. An introduction to the principles and methods of applied statistics. Topics include exploratory data analysis, sampling distributions, confidence intervals, hypothesis testing, regression analysis, analysis of variance and categorical data analysis. Extensive reliance on authentic data and statistical computer software. Prerequisite, 113 or departmental placement. Not open to students who have taken 100. Maximum enrollment, 25. Kelly.

262S Geometries. A survey of geometries including Euclidean, hyperbolic, spherical and transformational. Uses analytic methods from calculus and linear algebra as well as standard geometric approaches. Seminar-style with a focus on reading, writing and presenting mathematics. Prerequisite, 224. Boutin.

[313S] Knot Theory. An introduction to knot theory. Topics include classification of different types of knots, the relations between knots and surfaces, and applications of knots to a variety of fields. Prerequisite, 224.

314F,S Real Analysis I. An introduction to analysis. Topics include sequences, series, continuity and metric spaces. (Writing-intensive.) Prerequisite, 114 or 215, and 224. The Department.

315S Real Analysis II. A continuation of 314. Topics include normed linear spaces, function spaces, Weierstrass approximation theorem and contraction mapping theorem. Prerequisite, 314 or consent of instructor. Kantrowitz.

318S Complex Analysis. An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat theorem, Liouville theorem, Taylor and Laurent expansions, Residue theory. Prerequisite, 314. LeMasurier.

[323S] Graph Theory and Combinatorics. An introduction to the theory and applications of graph theory and combinatorics, suitable for both mathematics and computer science concentrators. Topics include generating functions, recurrence relations, inclusion-exclusion, transversal theory, covering circuits, graph colorings, independent set, planarity. Prerequisite, 224 or both 123 and Computer Science 210.

[324S] Linear Algebra II. A continuation of 224, with emphasis on the study of linear operators on complex vector spaces, invariant subspaces, generalized eigenvectors and inner product spaces. Prerequisite, 224.

325F,S Modern Algebra. An introduction to the three fundamental structures of abstract algebra: groups, rings and fields. (Writing-intensive.) Prerequisite, 224. Redfield.

[327S] Cryptography. An introduction to cryptography, the study of enciphering messages. Topics covered include symmetric key cryptosystems, public key cryptosystems and primality testing. Prerequisite, 325 or consent of instructor.

351S Probability Theory and Applications. An introduction to probability theory, including probability spaces, random variables, expected values, multivariate distributions and the central limit theorem, with applications to other disciplines and an emphasis on simulation as an exploratory tool. Prerequisite, 114 or 215, and 224. 224 may be taken concurrently. Knop.

352S Mathematical Statistics and Applications. Study of the mathematical theory underlying statistical methodology. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance and nonparametric statistics, with applications to a variety of disciplines. Prerequisite, 351. Knop.

[362S] Algebraic Geometry. An introduction to the field of algebraic geometry, which considers the relationship between geometric objects (points, curves, surfaces, hypersurfaces, etc.) and the sets of polynomials that define them. Topics from commutative algebra, such as prime and radical ideals, will also be covered. Prerequisite, 325.

365S Fractal Geometry: Concepts and Applications. Considers the mathematics behind the stunning visual images of fractals. Topics will include self-similarity, dimension, Julia sets, the Mandelbrot set, circle inversions, cellular automata and basins of attraction. Students will present topics of their choosing. Prerequisite, 224. Bedient.

437F Senior Seminar in Mathematics. Study of a major topic through literature, student presentations and group discussions, with an emphasis on student presentations of student-generated results. Choice of topic to be determined by the department in consultation with its senior concentrators. The Department.

Seminars offered in recent years

[437-01] Senior Seminar in Algebra. Explorations in finite group theory through the generation of counter-examples of minimal order. Students produce and publish a book of their results. Prerequisite, 325.

437-03F Senior Seminar in Mathematical Modeling. The description of biological, physical and social phenomena using the language of mathematics. Focuses on the construction of software-based mathematical models and on the analysis and critique of such models. Prerequisite, consent of instructor. Knop.

437-04F Senior Seminar in Statistics. A continuation of studies in mathematical statistics and the analysis of data. Topics include maximum likelihood estimation, regression, analysis of variance and design of experiments. Prerequisite, 251 or 351, and 253 or 352, or consent of instructor. Kelly.

437-05 Senior Seminar in Topology. Students jointly produce a textbook based on an outline provided. Topics include topological spaces, continuity of maps and homeomorphism. Spaces are described as connected and Hausdorff.

The fundamental group is computed and used to classify various spaces. Prerequisite, consent of instructor. Bedient.

437-08F Senior Seminar in Graph Symmetries. Explores symmetries of different types of graphs: simple graphs, directed graphs, geometric graphs and graphs embedded in Euclidean space. Students will gain experience in creating examples and in proving conjectures. Readings and presentations of background material. No prior knowledge of graph theory is assumed. Prerequisite, 325 or consent of instructor. Boutin.

[437-09F] Senior Seminar in Philosophical Foundations of Mathematics. Focuses on set theoretical foundations of mathematics, including ordered sets and lattices, as well as both cardinal and ordinal numbers. Students will be given definitions for which they must find examples, and theorems for which they must find proofs. Readings include classic papers in the philosophy of mathematics by such authors as Bertrand Russell, Kurt Gödel, David Hilbert, A. J. Ayer and Henri Poincaré. Final paper required. Prerequisite, 314 or consent of instructor.

450F,S Senior Research. A project for senior concentrators in mathematics, in addition to participation in the Senior Seminar. Prerequisite, consent of department. The Department.

Medieval and Renaissance Studies

Faculty

Roberta L. Krueger, *Chair (French)*
Lydia R. Hamessley *(Music)*
John C. McEnroe *(Art History)*
Carol S. Rupprecht *(Comparative Literature)* (F,S)

The Medieval and Renaissance Studies Program offers a minor consisting of five courses, taken in at least three departments, from the following two groups. In addition, students who elect this minor are required to emphasize one of the two epochs, the medieval or the renaissance, in their course selections, although they are also encouraged to explore the continuities between them. The minor consists of either: 1) History 206 (Medieval Europe), three courses from Group A and one course from Group B; or 2) History 289 (Europe in Transition), one course from Group A and three courses from Group B.

For complete information about the courses listed below, including prerequisites, enrollment limits and when a course is offered, consult the full descriptions under the appropriate departments.

Group A: Medieval Studies

Art History
270 Visual Culture in the Middle Ages

English
221 Introduction to Old English
222 Chaucer: Gender and Genre
293 The Making of English
323 Middle English Literature

History
206 Medieval Europe
208 The Celtic Middle Ages
306 Topics in Medieval History

Music
251 Music in Europe Before 1600

Religious Studies
431 Jewish Life and Thought

Group B: Renaissance Studies

Art History
282 The Renaissance: Reframing the Golden Age

English
225 Shakespeare
228 Milton
327 English Renaissance Literature: 1550-1660
328 English Renaissance Drama

French
406 Comic Visions in French Literature from the Fabliaux to Figaro

Music
251 Music in Europe Before 1600

Music

Faculty
G. Roberts Kolb, *Chair*
Armando J. Bayolo
Heather R. Buchman (S)
Lydia R. Hamessley
Robert G. Hopkins
Samuel F. Pellman (S)
Michael E. Woods

Special Appointments
Rick Balestra
Suzanne Beevers
Stephen Best
Daniel Carno
Paul Charbonneau
Mike Cirmo
Anita Firman
Jon R. Garland
Linda Greene
Eric Gustafson
Jim Johns
Lauralyn Kolb
Ursula Kwasnicka
Raymond W. Larzelere
Douglas Mark
Rick Montalbano
Travis Newton
Colleen R. Pellman
Vladimir Pritsker
Barbara Rabin
John Raschella
Monk Rowe
Angel Sicam
Jeff Stockham
Sar-Shalom Strong

A concentration in music consists of one course credit in performance (from among courses in solo performance and/or group performance except those graded S/U), 209, 210, 251, 252, 253, 254 or 259, 280, 281, 350, 351 and the Senior Project, 450-451. A more complete description of the Senior Project is available from the department. Concentrators are also expected to participate in departmental ensembles in each semester. Students contemplating graduate work in music should consult with a member of the department at an early date. Honors in music will be awarded on the basis of a cumulative average of 90 or above in all courses required for the major, as well as distinguished achievement on the Senior Project.

A minor in music comprises five courses: 209, two courses from among 251, 252, 253 and 254 or 259; one course credit in performance (from among courses in solo performance and/or group performance except those graded S/U); and one other full-credit course except 109.

Music 105, 154 and 160 are open to juniors; 109 is open to both juniors and seniors. Juniors and seniors without prior courses in the department may enroll in 258.

Courses in Literature and History of Music

[105S] Musical Perception. An introduction to the study of musical perception from the listener's standpoint. Consideration of the reasons for differences in musical perception, taste, style and structure through examples taken primarily from Western classical music, but also from non-Western music and American popular music, including jazz, rock and blues. Examination of how musical perception gives rise to musical meaning. Evaluation of the influence of society and technology on the perception of music. No previous knowledge of music required. Not open to seniors or students who have taken 109 or 209. (Offered in alternate years.)

[108F] From Words to Song. An exploration of the relationship between words and music — of the many and different ways in which the meanings and emotions of the words have (and have not) been expressed through music in the last millennium. (Writing-intensive.) (Proseminar.) No previous knowledge of music required. Not open to seniors. (Next offered 2007-08.)

154S Music of the World's Peoples. A study of selected cultures around the world, including Native American music of North America, sub-Saharan African music, African-American music in the United States, Latin American music and the

classical traditions of India, Indonesia and Japan. Consideration given to musical style and the role of music in these cultures. (Proseminar.) Not open to seniors. Hamessley.

160F,S History of Jazz. A study of jazz from its origins (its African heritage, blues and ragtime) to 1950. A survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop and cool jazz. Not open to seniors. (Same as Africana Studies 160.) Woods.

208S Women in Music. For full description, see Women's Studies 208.

251F Music in Europe Before 1600. A study and analysis of major developments in style of Western music to 1600, including early music theory, the rise of notation and polyphony, the relationship between music and text, and problems of performance practice. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 109. Hamessley.

252S Music in Europe, 1600 to 1900. A study and analysis of major developments in style of Western music between 1600 and 1900, including the birth and development of opera, the growth of the concerto and symphony, the proliferation of program music and consideration of the varied audiences for whom composers of the Baroque, Classical and Romantic periods were writing. Consideration of the influence of political, economic, technological and cultural environments upon the development of musical styles. (Proseminar.) Prerequisite, 109. Hopkins.

253F Music in Europe and America Since 1900. A study and analysis of major developments in style of Western music since 1900, in particular the dissolution of tonality in the first decades of the century, the alternatives to traditional tonality that developed subsequently and the proliferation of styles in more recent years. Consideration of the influence of political, economic, technological and cultural environments on these developments. (Proseminar.) Prerequisite, 109. Buchman.

[254F] Studies in World Music. Examination of selected non-Western music cultures with primary emphasis on West African drumming and Javanese gamelan traditions. Focus on musical procedures as well as cultural uses of the music and corollary arts. Includes hands-on performance in the traditions studied. (Proseminar.) Prerequisite, 154 or consent of instructor. (Offered in alternate years.)

258S Opera. Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in music or two in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258 and Sophomore Seminar 258.) (Offered in alternate years.) Maximum enrollment, 12. Hamessley and P. Rabinowitz.

259S Studies in Jazz. A study of the life, times and music of selected jazz musicians from 1950 to the present. Emphasis on the range of jazz styles from that era including funky, fusion and free jazz. Prerequisite, 160 or consent of instructor. (Same as Africana Studies 259.) (Offered in alternate years.) Woods.

[262S] African-American Popular Music. A study of the music of selected popular African-American artists, including rhythm-and-blues artists, black gospel soloists and performers of soul music and rap music. Focus on the social issues, musical modes of expression and cultural importance of the artists. Prerequisite, one full-credit course in music. (Same as Africana Studies 262.) (Offered in alternate years.).

Courses in Performance

Applied Music
The study of music through lessons in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Based on evaluation of Satisfactory/Unsatisfactory. Prerequisite, consent of the instructor. Students may repeat courses for credit in Applied Music to a maximum of two credits of study in any given instrument with the consent of the instructor. Following successful completion of two credits of Applied Music, the student must advance to Solo Performance for further study for credit. Non-concentrators may not begin Applied Music in their final year at Hamilton. A fee is charged. The Department.

125F,S Half-hour tutorial for one-quarter credit
126F,S Hour tutorial for one-half credit

Solo Performance
The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Students must participate in at least one public performance per semester as specified in the *Music Department Handbook*. Prerequisite, consent of instructor. Successful completion of, or placement out of, Music 109 must occur within three semesters of Solo Performance study. May be repeated for credit. A fee is charged. The Department.

225F,S Half-hour tutorial for one-quarter credit
226F,S Hour tutorial for one-half credit

Advanced Solo Performance
The study of music through lessons and performance in voice, flute, oboe, English horn, clarinet, bassoon, saxophone, horn, trumpet, trombone, euphonium, tuba, piano, organ, harp, percussion, acoustic guitar, jazz guitar, violin, viola, 'cello and contrabass. Hour tutorial for one-half credit required for and open only to students who are preparing half or full recitals approved by the Music Department. Prerequisite, successful completion of at least two semesters of Solo Performance, Music 109 and consent of instructor. Students may only enroll in Advanced Solo Performance upon completion of, or co-registration in, Music 209 or one course in literature and history of music at the 200 level. May be repeated for credit. A fee is charged. The Department.

326F,S Hour tutorial for one-half credit

141-142F,S Group Performance. The study of music through performance in one or more of the following: Orchestra (Buchman), Brass Lab (Buchman), Woodwind Lab (Buchman), College Choir (G. Kolb), Oratorio Society (G. Kolb), Jazz Ensemble (Woods) and Jazz Improvisation (Woods). Prerequisite, consent of instructor. (Oratorio is graded S/U and is open to seniors by audition only. Jazz Improvisation is graded S/U.) One-quarter course credit each semester. The course may be repeated throughout the student's college career. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. The Department.

216F Conducting. The elements of conducting, including baton technique, aural perception, rehearsal techniques and score study (both instrumental and choral). Prerequisite, any 200-level full-credit music course. Concurrent participation in a college ensemble required. G. Kolb.

241-242F,S Advanced Group Performance. The study of music through chamber performance in one or more of the following: Instrumental Chamber Ensembles (Buchman), College Hill Singers (G. Kolb), Jazz Combo (Woods). Co-requisite, concurrent registration in the corresponding Group Performance ensemble required; i.e., Orchestra, College Choir or Jazz Ensemble respectively, and consent of instructor. One-quarter course credit each semester. May be repeated throughout the student's college career. Students may count up to four credits from among 141, 142, 241 and 242 toward graduation. The Department.

Courses in Theory and Composition

109F,S Theories of Music: Fundamentals. Intensive training in the fundamentals of music, with an emphasis on the study of melodic structures, harmonic intervals and chords, rhythm and meter, and basic musical forms. Regular written assignments, including computer assignments aimed to develop musicianship skills. Prerequisite, ability to read music in at least one clef. Prospective music concentrators are strongly urged to register concurrently in 180 and 181. May not be counted toward the minor. Hopkins.

180F,S Basic Aural Skills. Introduction to aural understanding through sight-singing, dictation and the rudiments of music notation. Diatonic major scales and keys, diatonic intervals, diatonic melodies, tonic and dominant arpeggiation, an introduction to minor scales and keys, cadences, rhythms in simple and compound meters. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Hamessley.

181F,S Basic Keyboard Skills. Introduction to keyboard skills including note identification, intervals, major and minor scales, triad identification, 7th chords, simple chord progressions and basic sight-reading. One-quarter course credit. May be repeated for credit with consent of instructor. Prerequisite, concurrent or previous registration in 109 or consent of instructor. Not open to seniors. Best.

209F Theories of Music: Counterpoint and Harmony. A study of counterpoint, voice-leading, harmonic progressions and chromatic harmony. Consideration of common processes in music and how they are perceived. Concurrent registration in Keyboard Skills (181 or 281) is highly recommended for prospective music concentrators. Prerequisite, 109 and 180 (may be taken concurrently). Hopkins.

210S Theories of Music: Musical Forms. Analytical techniques and analysis of common musical forms from many traditions, including European classical, popular, jazz and other music from around the world. Consideration of common structures in music and how they are perceived. Concurrent registration in Keyboard Skills (181 or 281) is highly recommended for prospective music concentrators. Prerequisite, 209 and 280 (may be taken concurrently). Hopkins.

[213F] Jazz Arranging. The theoretical designs used in combo, big band and third-stream writing. Coverage of jazz scales, chords, voicings, ranges and tonal properties. Students are expected to compose and copy the parts to three compositions, one of which will be read and recorded. Prerequisite, 209. Offered in alternate years.

[277F] Music for Contemporary Media. Experience with the aesthetics and techniques of the modern recording studio, including the uses of sound synthesizers, digital samplers and MIDI. Creative projects using these techniques. Prerequisite, ability to read music in at least one clef. Three hours of class and three hours of studio. (Next offered 2007-08.) Maximum enrollment, 14.

280F,S Intermediate Aural Skills. A continuation of 180. Development of aural understanding through sight-singing and dictation. Tonic and dominant arpeggiation in inversion, diatonic melodies with simple modulation, further work in minor keys, introduction to alto and tenor clefs, chromatic intervals, harmonic progressions, rhythms in mixed meters, modal scales. May be repeated for credit with the consent of instructor. One-half course credit. Prerequisite, 180 and consent of instructor. Hamessley.

281F,S Intermediate Keyboard Skills. A continuation of 181. Four-part chord progression reading, alto and tenor clef, melodic transposition, introduction to figured harmony, chord progressions, intermediate sight-reading. One-half course credit. May be repeated for credit with consent of instructor. Prerequisite, 181 and consent of instructor. Best.

287F,S Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. One-quarter course credit. May be repeated for credit. Prerequisite, 209 or 277 and consent of instructor. S. Pellman (Fall); Bayulo (Spring).

377F Electronic Arts Workshop. Emphasis on collaborative work among computer musicians, digital photographers and videographers in the creation of visual/musical works. Other projects will include transmedia installations or performance art pieces. Prerequisite, Art 302 with consent of instructors, Art 313 or Music 277. (Same as Art 377.) (Offered in alternate years.) Maximum enrollment, 14. Gant and S. Pellman.

380F,S Advanced Aural Skills. A continuation of 280. Development of aural understanding through sight-singing and dictation. More extensive modulation of melodies and harmonic progressions, aural analysis of small binary forms, further work in alto and tenor clefs. One-half course credit. May be repeated for credit with consent of the instructor. Prerequisite, 280 and consent of instructor. Hamessley.

381F,S Advanced Keyboard Skills. A continuation of 281. May include continued work in alto and tenor clef, reading open scores, more advanced figured harmony and advanced sight-reading. One-half course credit. May be repeated for credit with consent of instructor. Prerequisite, 281 and consent of instructor. Best.

Third-year Seminars and the Senior Project

[350F] Topics in Music. In-depth consideration of topics in music theory, history, composition and performance. Prerequisite, 210 and one additional full-credit music course at the 200 level. (Next offered 2007-08.)

351S Topics in Music. In-depth consideration of topics in music theory, history, composition and performance. Topics for 2007: jazz composition; musicology and scholarship: music of the Southern Appalachians; and cantatas of J.S. Bach. Prerequisite, 210 and 252 (may be taken concurrently) or consent of instructor. G. Kolb, Hammessley and Woods.

450F Senior Project I. Supervised work on a specific project based on proposals submitted to the department by the end of the student's junior year. Prerequisite, consent of department prior to second semester of student's junior year. One-half credit. Open to seniors only. The Department.

451S Senior Project II. Completion of senior project. Prerequisite, 450. One-half credit. The Department.

Neuroscience

Faculty
Herman K. Lehman, *Chair (Biology)*
George A. Gescheider *(Psychology)*
Douglas A. Weldon *(Psychology)* (F,S)

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. The concentration consists of 12 courses, which must include: Biology 110 and 111, or 115 and another biology course at the 200 level or above; Chemistry 120 or 125, and 190; Psychology 101, 205 and 280; a biology or psychology elective at the 200 level or above, or Chemistry 270; Topics in Neuroscience Research: Neural Plasticity (Psychology/Biology 330); Psychophysics and Sensory Physiology (Psychology 350); Cellular Neurobiology (Biology 357); and the Senior Project. Program honors recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project. Students considering graduate work in neuroscience are advised to take Chemistry 255, Mathematics 113-114, Computer Science 110-111 and Physics 100-105.

205F Introduction to Brain and Behavior. For full description, see Psychology 205.

[232F] Human Neuropsychology. For full description, see Psychology 232.

[242F] Psychopharmacology. For full description, see Psychology 242.

[330S] Topics in Neuroscience Research: Neural Plasticity. For full description, see Psychology 330.

350F Psychophysics and Sensory Physiology. For full description, see Psychology 350.

357S Cellular Neurobiology. For full description, see Biology 357.

[421S] Neurochemistry. For full description, see Biology 421.

[445F] Integrative Animal Biology. For full description, see Biology 445.

500F-501S Senior Project. Supervised research on a specific problem in neuroscience based on proposals submitted to the faculty in the spring of the junior year. Open to senior concentrators. The Department.

Oral Communication

Faculty

James Helmer, *Co-Director*
Susan A. Mason, *Co-Director*

Special Appointment
Jeffrey H. McArn

Though not a concentration, courses in oral communication enable students to develop thinking and communication skills necessary for success in other Hamilton courses requiring intensive interaction, such as in Proseminars, Sophomore Seminars and the Senior Program. Through variable credit instruction in classrooms, labs and in the field, students experience a wide variety of innovative learning opportunities. Oral communication coursework provides regular academic credit toward graduation requirements. Unless otherwise noted by a concentration, oral communication credits may not be applied toward requirements for a student's concentration.

100F,S Principles of Competent Oral Presentations. Abbreviated study of fundamental principles, with emphasis on organization and presentation. Designed for students who wish to enhance confidence in oral delivery skills. Videotaping. Repeatable for credit with permission of director. One-quarter course credit. Maximum enrollment, 12. Helmer and Mason.

130F,S Argumentation and Debate. Study of fundamental concepts and skills: the responsibilities of advocates, critical analysis of issues, using evidence and reasoning to develop rational arguments. Practice in building cases, attacking and defending positions. In-class speeches and debates. Videotaping. One-quarter course credit. Maximum enrollment, 16. Helmer.

140F Dynamics of Discussion. Study and practice of concepts and skills needed for effective participation in group discussions. Emphasis on strategies and techniques for fostering engagement, generating ideas, managing conflict and reaching decisions. In-class exercises and discussions. One-quarter course credit. Maximum enrollment, 18. Helmer.

[160S] Critical Listening Competencies. Study and application of effective listening competencies. Emphasis on the transactional and contextually based nature of listening processes. Active and empathetic listening. Connections between relationship development and feedback, listening and questioning skills are stressed. Videotaping. One-quarter course credit. Maximum enrollment, 18.

[170S] Negotiating: Principles and Skills. Practice in conflict resolution and negotiating. Methods and models for productive conflict management are studied and applied. Practice in the uses of negotiating as a persuasive and informative activity to confront and resolve disagreements. Videotaping. One-quarter course credit. Maximum enrollment, 18.

180S Principles and Practice of Intercultural Communication. Study and application of cross-cultural communication practices designed for students planning to travel and/or study abroad. The central role of practicing culture-appropriate communication will be studied. Students will prepare a communication primer for a culture of their choice that addresses key characteristics of intercultural communication. Case studies. Videotaping. One-quarter course credit. Maximum enrollment, 18. Mason.

190S Theories and Practices of Leadership. A laboratory approach to the study of effective leadership practices resulting in active community participation. Skills associated with active leadership roles as strategist, change agent, coach, communicator, mentor and member are observed and practiced. Required applied communication field work. One-quarter course credit. Mason.

[200] Essential Instructional Models for Volunteer Tutors and Teachers. Planning, preparing and delivering student-centered, active learning-based lessons and tutorials in cooperation with community-based volunteer teaching organizations. Appropriate educational adaptations to the challenges and opportunities of various educational environments, learner groups, socio-economic and cultural dynamics. Approved practicum experiences required. One-quarter course credit. (Next offered 2007-08.)

Philosophy

Faculty

Katheryn H. Doran, *Chair*
Robert F. Almeder
John Ceballes
A. Todd Franklin (S)
Celeste M. Friend
Marianne Janack (MFE-S)
Kirk E. Pillow
Robert L. Simon (F)
Richard W. Werner

The concentration in philosophy consists of 10 courses:

1. 201, 203, 355 and 550.
2. one logic course: either 200 or 240.
3. three additional courses at or above the 400 level, none of which may be cross-listed from outside the department.
4. two electives in philosophy with no more than one of them at the 100 level and no more than one of them cross-listed from outside the department.

Concentrators must take at least one 400-level course from epistemology, metaphysics or philosophy of science, and another from the history of philosophy, ethics or aesthetics.

Concentrators normally complete 201, 203 and the logic requirement (either 200 or 240) by the end of their sophomore year. Concentrators normally complete 355 by the end of the junior year.

Senior concentrators complete the Senior Seminar (550) in the fall of the senior year. Each student in 550 will complete a senior writing project. Concentrators planning to do theses in the spring will also work on thesis proposals. Students will be admitted to Senior Thesis (551) only if a formal thesis proposal submitted in the fall is approved by the department. Candidates for honors must have a cumulative average of 88 in their philosophy courses and submit and successfully defend orally the thesis from 551 during the spring semester of their senior year.

A minor in philosophy can be of two kinds: standard (five courses consisting of one course from among 200 or 240, 201, 203 and two other courses); or correlative (five courses in philosophy correlative to the field of concentration and approved by the department).

First-year students, sophomores and juniors may enroll in 200, 201 or 203 with no prerequisites.

110F,S Introduction to Philosophy. An introduction to philosophical topics such as the possibility and nature of morality, the existence of God and the problem of evil, the possibility of free will, the nature of human knowledge and theories of human nature. Practice in critically appraising philosophical positions. (Writing-intensive.) Open to first-year students only. The Department.

111F Contemporary Moral Issues. Introduction to moral inquiry through a consideration of select moral problems centering on bioethics, environmental ethics, globalization, racism and war. Extensive use of films outside of class time. Service-learning component. (Writing-intensive.) (Proseminar.) Open to first-year students only. (Same as Africana Studies 111.) Werner.

[112] Telling Right from Wrong. Philosophical inquiry into whether or not any of our moral beliefs can be justified and intensive examination of specific moral theories, including theories of justice, equality and rights. (Writing-intensive.) (Proseminar.) (Next offered in 2007-08.)

115F Existentialism. An introduction to various theories and expressions of 19th and 20th century existential thought. Readings include works by Kierkegaard, Niet-

zsche, Sartre, Camus, deBeauvoir, Wright and Ellison. (Writing-intensive.) Section 1 open to first-year students; section 2 open to sophomores and juniors. Franklin.

117F,S Introduction to Political Theory. For full description, see Government 117.

200S Critical Reasoning. Practical, hands-on work on recognizing and constructing clear arguments from and in everyday life. Emphasis on strengthening one's reasoning skills and putting them to constructive use in debate and writing. Not open to students who have taken 240. Doran.

201F History of Ancient Western Philosophy. A study of the philosophical classics from early Greek times to the Renaissance. Emphasis on Plato and Aristotle. Open to sophomores and juniors or by consent of the instructor. (Same as Classical Studies 201.) Werner.

203S History of Modern Western Philosophy. A study of the philosophical classics from Descartes to Kant. Open to first-year students, sophomores and juniors, or by consent of instructor. Ceballes.

205F Philosophy and Race. Many scientists have concluded that race is not biological. What then does "race" mean? How are racial categories socially constructed and to what end? To see the concept of race change through history is to see that race as a category is neither static nor inevitable. However, to say that the category of race is not biologically justified is not the same as to say that race is chimerical or unreal. Examines the dichotomy of "socially constructed" versus "real" and explores how these concepts play out in the study of race. (Writing-intensive.) (Proseminar.) Open to first-year students and sophomores. Friend.

209S Philosophy and Feminism. An introductory survey of philosophical approaches to feminism. Examines the historical progression of feminist philosophical thought, as well as some of the debates that animate contemporary feminist theory. Will address the general question of feminism's relationship to, and tensions with, philosophical thought. Prerequisite, one course in philosophy or women's studies or consent of instructor. Friend.

220F Philosophical Perspectives on the Self. What is a self? Does each person have one? Does each person have only one? How is the self related to the soul? Is it unchanging or in constant flux? What is the relationship between the self and the body? Examination of personal identity, the self and the soul as these topics are addressed in traditional philosophical texts, literature and neuropsychology. (Writing-intensive.) (Proseminar.) Open only to first-year students and sophomores. Janack.

222F Race, Gender and Culture. A critical philosophical examination of the normative categories of race, gender and culture. Topics include the origin, character and function of racial, gender and social identities. Analysis will focus on questions concerning the malleability of these identities, as well as questions concerning their psychological and social significance. (Writing-intensive.) Prerequisite, one course in philosophy, Africana studies or women's studies. (Same as Africana Studies 222 and Women's Studies 222.) Franklin.

225F Biomedical Ethics and The Law. Preliminary reading in general ethics followed by a focus on selected moral and legal issues encountered in the biomedical sciences and their application in social policy. Topics include human and non-human cloning, the use of genetic information, reproductive rights and genetic diseases, coercive genetic control of reproduction, the uses and abuses of medical information, active and passive euthanasia, physician-assisted death, justice and health-care delivery systems, experimenting on humans. Will cover abortion (the moral and legal rights of mothers and fathers, and experimental research on non-viable fetuses), the marketing of new medical, pharmaceutical and chemical products (risk-assessment methodology), the prolongation of life (exotic medical life-saving therapies) and the selling of body parts. Not open to first-year students. Almeder.

235F Environmental Ethics. Examines the appropriate relation of humans to the environment. Specific topics include ways of conceptualizing nature; the ethical, religious and social sources of the environmental crisis; our moral duties to non-human organisms; and the ethical dimensions of the human population explosion. The goal is to help students arrive at their own reasoned views on these subjects and to think about the consequences of everyday actions, both personal and political. Preference given to environmental studies majors and minors, starting with seniors. Doran.

240F Symbolic Logic. A study of formal systems of reasoning and argument evaluation. Janack.

[242] The Black Self: Identity and Consciousness. A philosophical exploration of a variety of historical and contemporary works that illuminate and influence the phenomenological experience of being black. (Writing-intensive.) Prerequisite, one course in philosophy or Africana studies, or consent of instructor (Same as Africana Studies 242.) (Next offered 2007-08.)

[301S] The Philosophy of History. For full description, see History 301.

[310] Philosophy of Science. Focus on the philosophical analysis of scientific knowledge, scientific method and the practice of science. Readings include classic texts in the philosophy of science as well as contemporary discussions of science as a social product and critiques of the notion of scientific objectivity. (Writing-intensive.) Prerequisite, one course in philosophy or consent of instructor. (Next offered 2007-08.)

315F Islamic Thought. For full description, see Religious Studies 315.

320F Liberalism and Its Discontents: Recent Criticisms of a Tradition. Explores some of the criticism that have been leveled against liberalism, and in particular, the liberal social contract tradition. Begins by studying various accounts of social contract theory by figures such as Hobbes, Locke and Rousseau, and more contemporary critics such as John Rawls, Charles Mills, Virginia Held, Charles Taylor and Annette Baier. Not open to students who are taking or have taken Philosophy 460. Prerequisite, one course in philosophy or consent of instructor. Friend.

[337] Seminar in Chinese Intellectual History: Confucianism. For full description, see History 337.

351S The Theory and Practice of Nonviolence. Critical inquiry into the morality of war and peace with emphasis on war realism, just war theory and pacifism. Consideration of the ethics of violence and the alternative of nonviolence both as a tactic and as a way of life. Historical and contemporary readings. Extensive use of films outside of class time. Service-learning component. Prerequisite, two courses in philosophy or consent of instructor. Open to sophomores, juniors and seniors. Werner.

355S Contemporary Philosophy. Exploration of central preoccupations in recent philosophy, including the decline of the craving for the objectivity of logic, and the rise of a variety of reconceptions of philosophy, in classic 20th-century Anglo-American texts. Focus on several formative debates over the connection among experience, language and the world, and accordingly, over the nature and limits of philosophy. Prerequisite, 203 or consent of instructor. Open to sophomores, juniors and seniors. Doran.

[362] Genealogical Praxis. A close examination of genealogical critique and its historical deployment as a means of existential liberation and cultural transformation. Genealogists studied include Nietzsche, Douglass, DuBois, Fanon, Foucault and Baldwin. Prerequisite, two courses in philosophy or Africana studies, or consent of instructor. (Next offered 2007-08.)

371S Ethics of Professions and Practices. Examination of ethical issues arising in the professions, in institutions and in human practices. Study of selected ethical problems in law, medicine, education and sport. Issues include ethics of sport and ethics of higher education. Prerequisite, one course in philosophy. Open to juniors and seniors. Simon.

[380] Philosophy of Law. Inquiry into the nature of law, the authority of law, the character of judicial reasoning and other selected problems in jurisprudence, with particular attention to the relationship of legality to morality and justifiability of judicial reasoning. Prerequisite, two courses in philosophy or senior standing. (Next offered 2007-08.)

[381S] Philosophy as Spiritual Quest. For full description, see Religious Studies 381.

410S Seminar in the History of Philosophy: American Philosophy. Historical debates over the metaphysics and ethics of personhood with an examination of some early American texts by Bradstreet and Lincoln, and Emerson and Thoreau's Transcendentalism. Emphasis on classical Pragmatist metaphysics and epistemology through the work of Peirce, James and Dewey, with attention to their neo-Pragmatist legacies in contemporary American philosophy. Prerequisite, three courses in philosophy or consent of instructor. Doran.

[415] Seminar in the Philosophy of Science: Objectivity and Rationality. Is objectivity possible? If it is, is it an epistemic value worth pursuing? How does objectivity relate to the metaphysics of experience and to our ideals of rationality? How does objectivity relate to truth? Readings will draw from traditional philosophers of science, historians and sociologists of science, feminist philosophers of science and other writings in science studies. Prerequisite, three courses in philosophy or consent of instructor. (Next offered 2007-08.)

[425S] Seminar in Mahayana Buddhism. For full description, see Religious Studies 425.

[430] Seminar in Epistemology: The Problem of Knowledge. Inquiry into whether it is possible to reject skepticism without resorting to dogmatism. Special emphasis on the connection (or tension) between everyday reflection and philosophical theory. Historical and contemporary readings. Prerequisite, three courses in philosophy or consent of instructor. (Next offered 2007-08.)

431S Seminar in the History of Philosophy: Kant's Critical System. The influence of Immanuel Kant's ideas on modern and contemporary philosophy is pervasive and profound. Focuses on Kant's overall philosophical system by way of a close reading of the *Critique of Pure Reason* and other key texts. Special attention to interconnections between Kant's epistemology, moral philosophy, political philosophy and aesthetics. The interplay and tension between limitation and freedom in Kant's philosophy will be explored. Prerequisite, three courses in philosophy or consent of instructor. Ceballes.

[432] Seminar in the History of Philosophy: The Enlightenment Reconsidered. An examination of post-World War II philosophical reflections on the success or failure of 18th-century enlightenment ideals, particularly the high status accorded to reason and moral and scientific progress. Special attention to contemporary debates about the merits or limitations of enlightenment thinking for today's world. Prerequisite, three courses in philosophy or consent of the instructor.

440F Seminar in the Philosophy of Science: Mind and Body. An examination of literature in philosophy of mind. Focus on questions and issues such as: What is the mind? How is it related to the body? What is its role in personal identity? How do theories of mind relate to our understanding of affective and cognitive phenomena such as the emotions, will and reason? Prerequisite, three courses in philosophy or consent of instructor. Janack.

450F Seminar in Ethics: Ethical Theory. An investigation of recent ethical theory, focusing on theories of justification in ethics, and issues of realism and relativism in ethics. Prerequisite, 201, 203, 355 or consent of instructor. Werner.

460S Seminar in Ethics: Contemporary Theories of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. Emphasis on Rawl's theory of liberal justice and its critics. (Writing-intensive.) Prerequisite, two courses in philosophy or consent of instructor. Open to juniors and seniors. Not open to students who are taking 320. Simon.

[463] Seminar in Metaphysics: Nietzsche. A close examination of Nietzsche's philosophical corpus that focuses on his conception of the good life as it emerges within the context of the critical and positive aspects of his philosophy. Topics include the existential significance of narrative, the nature of knowledge and the philosophical import of Nietzsche's critical condemnations of metaphysics, religion and morality. Prerequisite, three courses in philosophy or consent of instructor. Open to juniors and seniors. (Next offered 2007-08.)

480F Seminar in Ethics: Human Rights. An examination of the distinction between moral rights and legal rights, and the relationship between the two. Explores how we are to determine the scope and nature of each, along with a discussion of how we determine where such rights exist. Topics include how various systems of political economy, for example, liberal open market democracy, conservative open market democracy, democratic socialisms, non-democratic economic systems and democratic libertarianism derive from the differences in how we understand moral and legal rights. An ultimate focus on how competing views about what it means to have a moral right to life underpin various political economies. Open to juniors and seniors. Prerequisite, three courses in philosophy or consent of instructor. Almeder.

550F Senior Seminar. Advanced work on philosophical topics, combined with research projects, presentations of work and preparation of thesis proposals. Open to senior philosophy concentrators. The Department.

551S Senior Thesis. Extensive practice in writing and evaluating writing on philosophical topics, culminating in completion of a senior thesis. Prerequisite, 550. The Department.

Physical Education

Faculty

Susan Viscomi, *Interim Director*
Tobin Anderson
T. J. Davis
Julie Diehl
Colette Gilligan
Philip Grady
Brett C. Hull
Ellen Hull
James C. King III
Patricia Kloidt
Brendon Knight
Alexis Manhertz
Perry Nizzi
William J. Spicer
Stephen P. Stetson
Eric S. Summers
David W. Thompson
Michael A. Tracy

Coaches

Tim Byrnes
Sally Cockburn
Preston Denby
Al Highducheck
Gillian McDonald
Kathy Wilmot

All enrolled students are required to participate in a physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sports as it is to provide scope for the skilled athlete.

There is a five-part requirement that includes:

1) A physical fitness test (a course is offered for those who do not pass);

2) A swim test (beginning swimming is offered for those who do not pass);

3) and 4) Two lifetime activity classes;

5) may be met by completing one unit of the following:
intercollegiate athletics
wellness seminar
lifetime activity class.

Lifetime activity classes include the following: aerobics, badminton, fitness, golf, jogging, lifeguard training, power walking, racquetball, scuba, skating, squash, swimming, tennis, toning and volleyball.

Upon passing the physical fitness and swimming tests and successfully completing the three other parts of the requirement, a student shall have completed the physical education requirement.

Activities may not be repeated for credit nor may a student be given intercollegiate credit and also receive credit for a similar class (i.e., a hockey player may not receive credit for ice skating).

Except under unusual circumstances, it is expected that the requirement will be completed in the first year. All students must complete the requirement by the end of four semesters in residence and may not study abroad or away without completing it. Students with physical disabilities may enter an individual program approved by the director of physical education.

Physics

Faculty

Ann J. Silversmith, *Chair*
Brian Collett
Gordon L. Jones
Seth A. Major
Peter J. Millet

Special Appointments

Roset Khosropour
James W. Ring
Jim Schreve

A concentration in physics consists of 10 courses: 190, 195, 290, 295, 390, 550 and four other courses chosen in consultation with an advisor who is a member of the physics faculty. Normally at least one of the electives will be selected from physics courses at the 300 level or above. Students who wish to prepare for graduate school in physics or engineering should choose electives from physics courses at the 300 level and above. Students with other interests may, in consultation with their advisor, select up to two electives from other science courses. Such courses should normally support interdisciplinary interests or career goals. Normally 390 is taken in the spring semester of the junior year in preparation for the research project undertaken in 550. Honors in physics requires outstanding work in the senior research project.

In the first year, prospective concentrators should take 190 and 195, and Mathematics 113 and 114. If the Mathematics Department grants advanced placement, students may wish to take linear algebra (Mathematics 224) followed by vector calculus (215) or differential equations (235). Physics 290 and 295 should be taken in the second year. Other options should be discussed with a member of the faculty. Students who wish to major in physics but who have taken either 100-105 or 200-205, or who wish to begin the major belatedly should consult with the department chair. Students with advanced placement in physics should consult with a member of the department before registering for a physics class.

A minor in physics consists of five courses: 190, 195, 290 or 295, and two other physics courses. Alternatively, one can complete the minor with 100-105 or 200-205, plus three other physics courses, of which one must be at the 200 level or above. A minor in astronomy consists of five courses: a two-course introductory sequence (190-195, 100-105, or 200-205), 290, 160 and either 330 or an independent study in astronomy. A student who majors in physics may not minor in astronomy.

Students interested in the 3-2 or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190, 195 and calculus (or linear algebra if mathematics placement so warrants) in their first year. There are many possible options in engineering programs, and because of their complexity beyond the first year, interested students should consult the engineering advisor, Professor Millet. This is also the case for those who have taken 100-105 and have then become interested in engineering.

Juniors or seniors without prior courses in the department may enroll in 100, 130, 160, 190 and 245.

100F Survey of Physics I. The first semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include mechanics, fluids and thermodynamics. Emphasis on applications of physics in medicine and in other sciences. Three hours of lecture and three hours of laboratory. Knowledge of algebra and trigonometry required. Collett and Schreve.

105S Survey of Physics II. The second semester of a year-long sequence (100-105) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, atomic physics and nuclear physics. Emphasis on applications of physics in medicine and in other sciences. Three hours of class and three hours of laboratory. Knowledge of algebra and trigonometry required. Prerequisite, 100 or 190. Jones and Schreve.

[120S] How Things Work. A few basic physics principles can explain many common devices such as car engines, TVs, refrigerators, airplanes and eyeglasses, and some not-so-common devices such as atomic bombs and lasers. This course qualitatively teaches basic physics concepts with the aim of demystifying technology. This is a conceptual introduction to physics where all the examples come from your experience.

130S Physics of Architecture. Introduction to why buildings stand up — the physics of materials and of structures. Structures include Greek temples, Roman arches, Gothic cathedrals, buildings of Mies van der Rohe, Le Corbusier and Frank Lloyd Wright, as well as bridges of various kinds. Knowledge of algebra and trigonometry required. Ring.

[135S] Spacetime and the Quantum World. A study of two fundamental developments in modern physics — quantum theory and relativity. Drawing on the quantum mechanics of spin and spacetime diagrams, we gain an overview of some of the more thought-provoking aspects of contemporary physics. Breaking from tradition, this is not a historical survey but instead focuses on the truth and fundamental nature of these two developments, as well as the role of observation in modern thought. (Proseminar.) Knowledge of algebra and geometry required.

[140] Light and the Laser. Introduction to the fundamental properties of light, including wave behavior, reflection, refraction, color, polarization and the optical processes of absorption and emission. Emphasis on developing an understanding of the laser — how it works and why it is different from conventional light sources. Three hours of class plus some laboratory work. No prerequisite, but familiarity with pre-calculus mathematics recommended. Maximum enrollment, 20.

160F Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. Three hours of lecture and 90 minutes of laboratory per week. Maximum enrollment, 24. Millet.

190F The Mechanical Universe. The first semester of a sequence of physics courses for students who are interested in physical sciences, math or engineering. Normally the first course for students who plan to major or minor in physics. Introduction to principles governing the motion of a particle and of systems of particles. Kinematics and dynamics; energy, linear momentum, angular momentum and conservation laws. Introduction to the laws of special relativity. Three hours of class and three hours of laboratory. Prerequisite, Mathematics 113 (may be taken concurrently). Silversmith.

195S Waves and Fields. The physics of oscillations, waves and fields. Topics include simple harmonic motion, fluids, sound, electric and magnetic fields, light, optics and interference phenomena. Emphasizes the use of calculus as a tool to describe and analyze the physical world. Three hours of class and three hours of laboratory. Prerequisite, 190 or 200 and Mathematics 114 (may be taken concurrently). Major.

200F Physics I. The first semester of a year-long calculus-based sequence (200-205) for scientists and pre-med students who require a year of physics. Topics include Newtonian mechanics, conservation laws, fluids, kinetic theory and thermodynamics. Three hours of lecture and three hours of laboratory. Prerequisite, Mathematics 114 (may be taken concurrently) or equivalent. Not open to students who have taken 100 or 190. Major.

205S Physics II. The second semester of a year-long sequence (200-205) for pre-med students and other scientists who require a year of physics. Topics include electricity and magnetism, optics, relativity, atomic physics and nuclear physics. Three hours of lecture and three hours of laboratory. Prerequisite, 200. Millet.

245S Electronics and Computers. Hands-on introduction to the concepts and devices of electronics. Study of analog and digital circuits, computer architecture,

assembler programming and computer interfacing. (Proseminar.) Six hours of laboratory. Collett.

290F Quantum Physics. Wave-particle duality, the nuclear atom, the development of Schrödinger's wave mechanics and the quantum theory of atoms. Three hours of class and three hours of laboratory. Prerequisite, 195 or 105, and Mathematics 114. Jones.

295S Electromagnetism. Introduction to the mathematical description of the electric and magnetic fields, their sources and their interactions with matter. Exploration of Maxwell's laws with emphasis on the relationship between the physics and the mathematics needed to describe it. Prerequisite, 290. Normally taken concurrently with 245. Collett.

320S Topics in Mathematical Physics. A study of mathematical methods and their use in investigating physical systems. Topics may include vector calculus, ordinary differential equations, special functions, partial differential equations, Fourier series, calculus of complex functions, numerical methods, tensor analysis, groups and other topics of current theoretical interest. Prerequisite, Mathematics 224 or consent of instructor. Major.

[330S] Topics in Astrophysics. Topics may include fundamentals of stellar structure and evolution, the black hole and the curvature of space-time, the structure of galaxies and galactic dynamics, theories of the structure and evolution of the universe. Prerequisite, 290 or 295.

340S Topics in Quantum Physics. Exploration of topics in contemporary physics using the tools of quantum mechanics developed in 290. Topics may include multi-electron atoms, molecules, solid state physics, lasers and quantum optics, nuclear physics, nuclear magnetic resonance, surface physics and particle physics. Prerequisite, 290. Jones.

350F Classical Mechanics. Principles of classical mechanics, including oscillations, nonlinear dynamics, dynamics of systems of particles, non-inertial reference frames, Hamilton and Lagrangian mechanics, celestial mechanics, rigid body motion and coupled oscillations. Prerequisite, 295 or consent of instructor. Collett.

[360F] Scientific Computing in Fortran. Study of the computational methods for solving advanced problems in the physical sciences using Fortran in a Unix environment. Projects may include data fitting, solution of systems of ordinary differential equations and solutions of partial differential equations. Prerequisite, knowledge of a programming language and 295 or Mathematics 235 or consent of instructor.

370F Thermodynamics and Statistical Physics. Properties of large-scale systems in terms of a statistical treatment of the motions, interactions and energy levels of particles. Basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Application to various physical systems. Prerequisite, 290. Millet.

375S Condensed Matter and Statistical Physics. Using the tools developed in 370, we examine topics such as the physics of semiconductors, metals and insulators, the p-n junction, phase transitions and ferromagnetic materials. Prerequisite, 370. Millet.

390S Research Seminar. A series of research projects stressing the integration of theory and experiment. Emphasis on scientific writing, formal oral presentations, use of the current physics literature. (Writing-intensive.) Prerequisite, 290. Silversmith.

[450S] Quantum Theory. An exploration of the mathematical tools and foundations of quantum mechanics. Topics include angular momentum, spin, measurement, bound states and perturbation theory. Prerequisite, 290 and 350.

[460S] Vibrations and Waves. Topics drawn from mechanics, hydrodynamics, electrodynamics, acoustics and optics. Prerequisite, 295 and 350.

[470S] Light and Spacetime Geometry. A study of special relativity, 4-vector form of electromagnetism and Einstein's general theory of relativity including astrophysical applications such as gravitational waves, Schwarzschild black holes and gravitational lenses. Prerequisite, 295 and 320 or 350.

480F Electromagnetic Theory. Intensive study of Maxwell's equations in both differential and integral form; electrostatics and electro-dynamics; special relativity; and the transformation of electromagnetic fields. Introduction to electromagnetic waves and dielectric and magnetic materials. Prerequisite, 295 or consent of instructor. Major.

550F Senior Research Project. Independent research in collaboration with faculty supervisor. Students will give a series of formal oral presentations about their research and will write a comprehensive thesis. Open to senior concentrators or to others with consent of instructor. The Department.

551S Senior Research. Research carried out in collaboration with a faculty member. Includes written and oral presentation. Prerequisite, 550. The Department.

Psychology

Faculty
Gregory R. Pierce, *Chair*
Jennifer L. Borton
Jean E. Burr
George A. Gescheider
Kelly T. Landry
Tara E. McKee
Mark A. Oakes
Jonathan Vaughan (S)
Douglas A. Weldon (F,S)
Penny L. Yee

Special Appointment
Jean Morris

A concentration in psychology consists of 10 courses: 101, 280, seven courses — at least two of which must be at the 300 level and distributed across two areas — and the Senior Project. The two areas are: behavioral neuroscience and cognitive psychology (310, 315, 330 and 350); and developmental, social/personality and applied psychology (305, 337, 338, 360 and 380). Departmental honors in psychology recognize the distinguished achievement of students who excel in their coursework in the concentration, including the Senior Project, as extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The project can be completed in one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

A minor in general psychology consists of five courses: 101; 280; one laboratory course chosen from 305, 310, 315, 330, 337, 338, 350, 360 and 380; and two electives.

The departments of Biology and Psychology offer an interdisciplinary concentration in neuroscience. See the description under Neuroscience.

101F,S Introductory Psychology. An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior, psychopathology and behavior disorders. The Department.

[203] Research Methods in Psychology. A comparative investigation of experimental, observational and correlational approaches to the study of individual and social behavior. Examples drawn from all areas of psychology. Prerequisite, 101.

205F Introduction to Brain and Behavior. Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion and behavior disorders. Prerequisite, 101 or Biology 111 or 115, or consent of instructor. (Same as Neuroscience 205.) Gescheider.

211F Child Development. An introduction to the science of child behavior. Perceptual, cognitive, linguistic, social and personality development from birth through childhood. Prerequisite, 101. The Department.

212S Adulthood and Aging. A developmental approach to describing the adult lifespan with a focus on understanding the process and theories of aging. Research and applied perspectives on cognitive, biopsychological, social and personality development. Topics include successful aging, age-related memory loss, coping and adaptation, creativity, wisdom, and death and dying. Prerequisite, 101. The Department.

[216F] Social Psychology. The study of the influence of social contexts on thoughts, feelings and behavior. Topics include social cognition, stereotyping and prejudice, self-esteem maintenance, attitudes and persuasion, helping behavior and aggression. Emphasis on experimental research methodology. Prerequisite, 101.

[221] Gender Development. Examination of biological and socio-cultural influences on individuals' developing understanding of their own gender and of cultural expectations regarding gender roles and gender-stereotyped behaviors. Issues of

personal relationships and individual achievement in gendered understandings of the self throughout the lifespan. Emphasis on research methods in the study of social development. Prerequisite, 101.

223S Adult Psychopathology. Introduction to the study of mental disorders in adults, including historical and cultural perspectives. Focus on classification, diagnostic assessment, etiology, treatment and evaluation of treatment efficacy for the major disorders including affective, thought and personality disorders. Research methods in clinical psychology emphasized. Prerequisite, 101. McKee.

[225] Sensation and Perception. An introduction to the human sensory and perceptual apparatus. Includes a consideration of anatomy, neurophysiological mechanisms and the psychological experiences associated with these processes. Covers visual, auditory, gustatory, olfactory, tactile and proprioceptive senses. Prerequisite, 101.

[232F] Human Neuropsychology. Study of human brain function from the standpoint of experimental and clinical research in behavioral and cognitive neuroscience. Survey of research involving animals and humans, addressing presumed neural mechanisms for cognitive, motivational and emotional states. Analysis of aphasia, agnosias, apraxias and disconnection syndromes. Prerequisite, 101. (Same as Neuroscience 232.)

[235] Educational Psychology. The application of psychological theory and research to educational problems. Topics include the cognitive psychology of school learning, academic motivation, measurement of achievement and ability, classroom behavior management and exceptional children. Prerequisite, 101.

238S Psychology of Racism. Psychological theories of racism and ethnic-based discrimination, focusing on manifestations of individual, cultural and institutional racism/discrimination. Emphasizes racism within the United States with a secondary emphasis on cross-cultural comparisons of ethnicity and race. Students will examine theories of racism and grapple with questions regarding the ubiquitous nature of race/ethnic/gender/class hierarchies. Will apply theoretical knowledge to a concrete understanding of how racism is lived and experienced. (Writing-intensive.) Prerequisite, 101. Douglas.

[242F] Psychopharmacology. A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction and the implications of drug effects for neurochemical theories of behavior. (Writing-intensive.) Prerequisite, 101. (Same as Neuroscience 242.)

[247F] Human Memory and Cognition. Theoretical and empirical research aimed at understanding the creation and structure of memories. Topics include the study of autobiographical memories, unconscious memories, factors contributing to forgetting, the organization of memories, the role of emotion in memory and neurological bases of memories. Prerequisite, 101.

[249] Psychology and Law. The application of psychological research to the legal system. Discussion of assumptions in the law that can be informed by empirical research. Topics include jury functioning, eyewitness testimony and the psychology of criminal behavior. Prerequisite, 101.

250S Practical Aspects of Learning and Cognition. The basic principles that govern the interaction of animals and humans with the environment, with emphasis on applied topics. These include Pavlovian and instrumental conditioning, schedules of reinforcement, attention and memory. Recommended for students who may be considering clinical applications that use applied behavior analysis, such as the New England Center for Children cooperative education program. Field trip. (Writing-intensive.) Three hours of class and two hours of laboratory for the first half of the course. Emphasis on research methods. Prerequisite, 101. Vaughan.

[270F] Marriage and Family. Focuses on current research and theory on family relationships, particularly marital, parent-child and sibling. Emphasis on the empirical bases of theoretical formulations regarding the nature of family relationships — broadly defined to include underrepresented family structures — and the forces that influence family functioning. Statistical and methodological techniques used. Prerequisite, 101.

280F,S Statistics in Psychological Research. The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Discussion of research design in the context of statistical techniques. Hypothesis testing using t-tests, analysis of variance, chi-square, regression and nonparametric techniques. Use of statistical computer programs to analyze data. Prerequisite, 101. Borton and Pierce.

[290F] Psychology of Reading and Language. Introductory survey of current research on the study of reading and language with an emphasis on cognitive psychological approaches to language comprehension and language production at the word, sentence and discourse levels. Derivation and evaluation of models of language processing in laboratory exercises and demonstrations. (Writing-intensive.) Prerequisite, 101.

[305S] Individual Differences. Analysis of complex psychological processes (e.g., the structure of personality, associations between the quality of family relationships and stability and change in personality across time) using data from several ongoing research programs in the Psychology Department, including the Hamilton Longitudinal Study of Families. Emphasis on commonly encountered problems and methods for addressing them using a variety of statistical analyses. Use of statistical computer programs to analyze data. Six hours of class and laboratory. Prerequisite, 280. Maximum enrollment, 20.

310F Attention and Performance. The selection and transformation of information from sensation and memory as they affect perception, learning, cognition and motor performance. Applications selected from reading, decision-making, human factors and attentional disorders. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 280. Vaughan.

315S Cognitive Psychology. Theoretical and methodological aspects of basic mental processes in attention, perception, memory, language and problem-solving. Emphasis on development of original empirical projects. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 280. Yee.

[330S] Topics in Neuroscience Research: Neural Plasticity. An analysis of the anatomical, physiological and chemical changes that occur in the nervous system as a function of experience and development. Laboratory work includes intracellular and extracellular recording from muscle cells and neurons. Three hours of class and three hours of laboratory. Prerequisite, 205 or Biology 111. (Same as Biology 330 and Neuroscience 330.) Maximum enrollment, 18.

337S The Social Psychological Study of the Self. Topics include effect of self-concept on information processing, self-esteem maintenance, cultural influences, stigmas and self-regulation. Class time devoted to discussion of research articles. Laboratory component involves conducting two research projects. Data collection, statistical analysis, papers based on findings, oral and/or poster presentations. Three hours of class and three hours of laboratory. (Writing-intensive.) Prerequisite, 280. Borton.

[338] Theory and Research in Personality Psychology. Review of personality theories with an emphasis on contemporary approaches. Topics include life stress, social support and coping. Emphasis on research methodology and practical applications of the results. Students will design and conduct research projects that contribute to subfields discussed in class. Three hours of class and three hours of laboratory. Prerequisite, 280. Maximum enrollment, 20.

350F Psychophysics and Sensory Physiology. An investigation of the anatomy, physiology and psychophysics of the senses. Introduction to the basic principles of sensory coding by an examination of visual, auditory, tactile, temperature, pain and chemical senses. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 280. (Same as Neuroscience 350.) Gescheider.

360F Research and Assessment in Clinical Psychology. In-depth study of research and assessment methodologies used in clinical psychology. Emphasis on design issues, data analysis issues, scale construction, interviewing, testing, self-report and observation. Laboratory component will emphasize practice with assessment techniques and development of original research projects conducted in small groups. (Writing-intensive.) Prerequisite, 280. Three hours of class and three hours of laboratory. McKee.

[380] Educational and Psychological Assessment. An examination of historical and contemporary contexts of psychological testing. Focuses on the rationale for and uses of psychological testing, the social and ethical implications of testing, technical and methodological concerns and specific tests as they are used in educational, industrial/organizational, clinical and research settings. Three hours of class and two hours of laboratory. Prerequisite, 280 or consent of instructor. Maximum enrollment, 20.

[445] Seminar in Psychotherapy and Behavior Change. A selective study of psychotherapy theories and their applications. A broad range of theories and their application will be covered. Prerequisite, 223 and 280. Recommended to be taken in junior year if field project or internship is planned senior year.

455S Field Study in Psychology. Seminar in psychological services combined with eight to 10 hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to field work. Topics include methods in provision of psychological, educational and applied services, and methodological and ethical issues in psychotherapy, counseling and educational psychology. Prerequisite, three courses in psychology. Open to juniors and seniors. The Department.

500F-501S Senior Project. Supervised research on a specific problem in psychology or psychobiology based on proposals submitted to the department by the end of a student's junior year. Open to senior concentrators. The Department.

New England Center for Children

295N Analysis of Behavior: Principles and Classroom Applications. Introduction to behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Overview of procedures and practices that have been successful in schools, communities and work settings. Field work required. Course available to students enrolled in the cooperative program at the New England Center for Children.

296N Programmed Learning. Reviews the history and theoretical and experimental bases of programmed instruction and errorless learning. Emphasizes the detailed analysis of stimulus control — its measurement and ways to produce it. Course available to students enrolled in the cooperative program at the New England Center for Children.

327N Behavior Assessment. Provides an in-depth review of observation and measurement techniques in applied behavior analysis. Introduces key elements of behavioral assessment including systematic assessment of preference, and assessment of behavior function through indirect methods, direct methods and systematic manipulations. Course available to students enrolled in the cooperative program at the New England Center for Children.

328N Research Methods and Design in Applied Behavior Analysis. Intensive study of single-subject designs in operant conditioning and applied behavior analysis

research. Course available to students enrolled in the cooperative program at the New England Center for Children.

331N Advanced Learning. Covers theoretical underpinnings of operant and respondent conditioning, with emphasis on relating principles of behavior to problems of reinforcement, motivation, comparative psychophysics and physiological psychology. Course available to students enrolled in the cooperative program at the New England Center for Children.

348N Community-Based Treatment. An overview of clinical and research studies related to community-based treatment, with an emphasis on the development of criteria for program evaluation. Students will participate in visits to treatment delivery sites. Course available to students enrolled in the cooperative program at the New England Center for Children.

396N Systematic Inquiry in Applied Research. Requires each student to collect a comprehensive bibliography on a significant topic in applied behavior research and to complete a thorough review via written and oral presentations. Emphasizes the integration and analysis of experimental findings and theoretical foundations of the research area, the critical evaluation of current research and the identification of potentially fruitful future work. Course available to students enrolled in the cooperative program at the New England Center for Children.

Public Policy

Faculty
P. Gary Wyckoff, *Program Director*

The Public Policy Program is administered through the departments of Economics, Government and Philosophy. A concentration in public policy consists of 251, 382 and the Senior Project; Economics 101 and 102; Government 116, 230 and 338; and courses chosen from the following options:

two of the following ethics courses:

Philosophy 111 Contemporary Moral Issues
Philosophy 112 Telling Right From Wrong
Government/Philosophy 117 Introduction to Political Theory
Philosophy 225 Biomedical Ethics and the Law
Philosophy 235 Environmental Ethics
Philosophy 371 Ethics of Professions and Practices
Philosophy 380 Philosophy of Law
Philosophy 450 Seminar in Ethics: Ethical Theory
Philosophy 460 Seminar in Ethics: Contemporary Theories of Justice

and one of the following "issue areas" courses:

Economics 316 Globalization and Gender
Economics 325 Comparative Economic Systems
Economics 331 International Trade Theory and Policy
Economics 340 Economic Development
Economics 346 Monetary Policy
Economics 350 Economics of Poverty and Income Distribution
Economics 355 European Economic Integration
Economics 360 Health Economics
Economics 380 Environmental Economics
Economics 440 Public Economics
Economics 461 Applications of Labor Economics
Economics 472 International Finance
Government 285 Introduction to Environmental Politics
Government 335 The Criminal Justice System
Sociology 258 Poverty, Law and the Welfare State
Sociology 313 Seminar: Immigration & Identity
Sociology 373 Seminar on the Constitution and Social Policy

In addition, students must complete Math 100 or Math 253, or score a 4 or 5 on the AP Statistics exam.

Students are strongly encouraged to take Economics 101 and Math 100 (or 253) in their first year, and to take Government 230 and Public Policy 251 in their sophomore year. No student may declare a concentration in public policy without either completing or being enrolled in 251. Concentrators must complete the following courses by the end of the junior year: 382; Economics 102; Government 116 and 230; one of the required courses in ethics; and one of the "issue areas" courses listed above. The Senior Project may be completed in one semester (500) or two semesters (500-501). To qualify for honors in public policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project.

Credit from the Term in Washington Program may be substituted for up to two of the courses required for the concentration, with the approval of the program director. Students interested in pursuing graduate study in public policy or public administration are encouraged to take additional courses in economics, in substantive areas of public policy, and in mathematics and statistics.

A minor in public policy consists of 251, Economics 101 and 102, Government 230 and one of the required ethics courses above. If the student's concentration is in economics, government or philosophy, these courses cannot count in both the student's concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the program director in consultation with the chair of the student's concentration department. In addition to the required courses, there are many other courses in the College curriculum that will be of interest to public policy concentrators. Students interested in the concentration should consult as early as possible with Professor Wyckoff.

234F Feminist Perspectives on the Welfare State: A Focus on Scandinavia. For full description, see Women's Studies 234.

251F Introduction to Public Policy. Survey of current policies and issues in areas such as economic development, education, the environment, health care and welfare. Perspectives on policy analysis from economics, philosophy and political science. Examination of methods and principles for evaluating policies. Prerequisite, Economics 101. Open to seniors with consent of instructor. Students in this course must also register for Government 230 in the same semester. (Same as Economics 251 and Government 251.) Wyckoff.

382S Topics in Public Policy. The application of theories and methods of evaluation, design and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing and group problem-solving. Coursework may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Affairs Center. (Writing-intensive.) Prerequisite, 251. (Same as Government 382.) Wyckoff.

500-501 Senior Project. A one- or two-semester senior project, culminating in a thesis. The Program.

Religious Studies

Faculty
Richard H. Seager, *Chair*
Erella Brown
Stephenson Humphries-Brooks
Neal B. Keating
Heidi M. Ravven (F,S)
Jay G. Williams

Special Appointment
Russell T. Blackwood III

A concentration in religious studies consists of nine courses, including one entry-level course and one 400-level seminar in which the senior project will normally be completed. At the time when the concentration is elected, the concentrator shall propose a carefully developed program of study including, if desired, study abroad, for the approval of the department. Honors are awarded on the basis of a cumulative average of at least B+ (88) achieved in courses approved for the concentration and the completion of 501 with a 90 or better.

A minor consists of five courses, including at least one course at the 400 level, proposed by the student and approved by the department. Both concentrators and minors should identify themselves to a department member as soon as possible.

Some courses have prerequisites due to the technical nature of class material and others are reserved for juniors and seniors; however, the department is usually flexible within constraints of demand and class size, and permission is at the consent of the instructor.

105F Origins. An introduction to the study of religion through an analysis of the life, thought and influence of five great figures: Gautama (the Buddha), Lao-tze, Confucius, Jesus and Mohammed. (Writing-intensive.) One lecture and two seminars each week. Open to first- and second-year students only. Williams.

[111F] Ancient Jewish Wisdom: Introduction to the Bible. An analysis of major themes in the Jewish Bible (Old Testament). (Writing-intensive.)

112F Introduction to Judaism. Covers the history of the Jewish people from biblical times through the vibrant Medieval "golden age" to the present day. Various philosophical aspects of Judaism, its most outstanding figures and texts, will be followed according to the importance of Jewish Diaspora centers in a given era. Brown.

115F Parables. Cross-cultural comparison of the parable. Emphasis given to parable as a form of religious speech. Includes selections from Jesus, Zen masters, Borges and Galeano. (Writing-intensive.) Humphries-Brooks.

[118F] Religion and Environmentalism. Introduction to religious studies through examination of spiritual dimensions in contemporary ideas about and practices concerning nature and environment. Topics may include Hinduism, socially engaged Buddhism, New Age religion, native traditions, ecofeminism and green ideals in visionary architecture and art.

179F Introduction to Indigenous Spirituality and Religion. A hemispheric survey of religious discourses and practices of selected Indigenous peoples from North, Central and South America. In addition to indigenous texts, perspectives and cosmologies, the historical contexts of colonialism will be introduced and analyzed. (Same as Anthropology 179.) Keating.

201S The Quest. An examination of hero tales as expressions of the spiritual quest. Among the works studied will be the *Gilgamesh Epic*, the book of *Exodus*, the *Odyssey* and the *Ramayana*. (Writing-intensive.) Prerequisite, one course in religious studies or comparative literature. Williams.

[208S] The Dao and Its Power. An intensive study of important Daoist texts from ancient to modern times. (Writing-intensive.) Prerequisite, one course in religious studies, philosophy or Chinese. Not open to students who have taken 219. (Next offered 2008-09.)

210F Intermediate Greek: The World of Greece and the Ancient Mediterranean. For full description, see Greek 210.

215S Religion in Film. Study of the religious in film. Focus on the relationship between myth-making in film and post-modern culture. Humphries-Brooks.

218S The Word and the Spirit. An examination of classical poetry from both Asia and Europe as an expression of the sacred. Poets to be studied will include Han Shan, Su Tung Po, Ikkyu, Ryokan, Jayadeva, Kabir, Rumi and Blake. (Writing-intensive.) Prerequisite, one course in religious studies or comparative literature. (Same as Comparative Literature 218.) Williams.

225S Buddhist Worlds in the USA. Introduction to the Buddhist religion with primary focus on different forms of Buddhism in U.S. history and on the contemporary scene. Attention to Buddhist spirituality in both the Euro-American and Asian immigrant communities. Seager.

[231S] Literature of the Holocaust. A survey of responses to the Holocaust in fiction, film, memoir, drama and poetry. Readings often include works of Elie Wiesel, Primo Levi, Appelfeld, Schwarz-Bart, Brecht and Spiegelman. (Writing-intensive.)

236S Contemporary Israeli Society: Religion and Politics. Established by persecuted Jewish refugees as a Jewish State, today's Israel is a diverse society facing political conflicts and ethical dilemmas rooted in its failure to separate faith and state. Maps the multifaceted voices that make up the contemporary Israeli nation through its "cultural products"(current events, essays, literature, films and the arts). (Same as Comparative Literature 236.) Brown.

240F Classical Mythology. For full description, see Classical Studies 240.

[242F] The Story of David. A literary reading of the biblical Book of Samuel as historical and political fiction. Comparison with other great works of literature on political themes. (Writing-intensive.) (Proseminar.)

252S Religion, Power and Culture: An Anthropological Approach. A general survey and critique of the main anthropological theories of religion from the 19th century to the present day, with emphasis on contemporary theoretical developments. Case studies and ethnographic examples from around the world explore the variation of religious and spiritual experience both within and between different human societies. Prerequisite, one course in religious studies and/or one course in anthropology. (Same as Anthropology 252.) Keating.

253S The Jewish Bible as Literature. The Hebrew Bible (Old Testament) is studied and analyzed as a seminal ancient text, the pinnacle of rhetorical and aesthetic achievements, comprising layers of cultural evolvement that run parallel to, yet contrast deeply with, the Hellenist tradition (Ancient Greece). Covers the various narrative devices, poetic formulations and thematic persuasions typical of the biblical canon. (Writing-intensive.) (Same as Comparative Literature 253.) Brown.

[255S] Jesus in the East: The Spiritual Traditions of the Byzantine and Russian Orthodox Churches. For full description, see Russian Studies 255.

257S The New Testament. A critical introduction to the literature and history of New Testament Christianity. (Writing-intensive.) Humphries-Brooks.

[288] Sociology of Religion. For full description, see Sociology 288.

290S Methods and Theories in the Study of Religion. Critically examines, through primary readings and case studies, representative methods from the history of the academic study of religion. Special attention to the theories that inform each method. (Writing-intensive.) Preference given to religious studies majors. Humphries-Brooks.

[305S] The World of Zen. A study of basic Ch'an and Zen writings from China and Japan. (Writing-intensive.) Prerequisite, one course in religious studies, philosophy, Chinese or Japanese. Not open to students who have taken 219. (Next offered 2007-08.)

[306S] The Roots of Wisdom. A comparative study of wisdom literature from the ancient world and its expression of the essential spiritual questions of humanity. Ecclesiastes, Job, Plato, several Upanishads, Chuangzi amd Liehzi, among others, will be studied. (Writing-intensive.) Prerequisite, one course in religious studies or philosophy (Next offered 2007-08.)

[312F] Modern Jewish Thought. Topic for 2005: Religion and Politics. (Writing-intensive.) Prerequisite, one course in religious studies, philosophy or political theory.

315F Islamic Thought. The history, beliefs, practices and philosophies of Islam. Attention given to current movements throughout the Muslim world. Prerequisite, one course in philosophy or religious studies or consent of instructor. (Same as Philosophy 315.) Blackwood.

[317S] Jesus and the Gospels. A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus. (Writing-intensive.) Prerequisite, one course in religious studies.

[318S] Biblical Rebels. Careful study of selected Jewish biblical writings (Old Testament) as political fiction with a focus on rebels. Attention to language, characterization and genre. Prerequisite, one course in religious studies or consent of instructor.

320S Environmentalism as Metaphor: Spirit, Nature and Civilization in Industrial and Post-Industrial America. The concept of environmentalism in contemporary American religion, scholarship, literature, ecology movements, and utopian and dystopian visions. Reading, research and oral and final written reports. Prerequisite, two courses in religious studies or consent of instructor. Maximum enrollment, 12. Seager.

322F Topics in Indigenous Studies: Contemporary Haudenosaunee Ethnohistory. Introduction to the cosmic and social discourses and representations produced by Haudenosaunee people over time, from their precolonial ethnogenesis as "The People of the Longhouse,"to their current status as "First Nations" peoples occupying nation territories on both sides of the U.S./Canadian border. Drawing on archaeology, ethnohistory, oral traditions, literature and visual art, this course tracks the cultural, political, artistic and spiritual survival of Haudenosaunee peoples into the 21st century (the Iroquois, the aboriginal inhabitants of Upstate New York). (Writing-intensive.) Prerequisite, one course in religious studies and/or one course in anthropology. (Same as Anthropology 322.) Keating.

332F Seminar: Jewish Writers or Writers Who Happen To Be Jews. This intriguing phrase was coined by Phillip Roth in protest against his own classification as a Jewish-American Writer. Explores the relations between modern literature and Jewish identity by tracing such expressions in authors of diverse lingual and cultural milieu. Prerequisite, one course in literature or religious studies or consent of instructor. (Same as Comparative Literature 332.) Brown.

[381S] Philosophy as Spiritual Quest. A seminar exploring the salvific or spiritual power attributed to philosophy by religious philosophers from classical Greece to modern times. Readings from Greek, Jewish, Islamic and/or Christian philosophical works. (Writing-intensive.) Prerequisite, two courses in philosophy and/or religious studies. (Same as Philosophy 381.)

402F Seminar: Art and Spirituality. An exploration of the interconnection of the visual arts and the spiritual life in traditional and contemporary societies. Prerequisite, two courses in religious studies, art or art history. Williams.

[405S] Seminar in Modern India and the West. An intensive study of selected modern Indian thinkers who have had an impact upon the West: Gandhi, Vivekananda, Yogananda, Sri Aurobindo, Krishnamurti. Prerequisite, two courses in religious studies or consent of instructor. (Next offered 2007-08.)

407F Seminar in The Celluloid Savior. A seminar on the representation of Jesus in motion pictures. Prerequisite, two courses in religious studies and/or film or consent of instructor. Humphries-Brooks.

[412S] Seminar in Early Christianity. Exploration of topics in the routinization of Christianity from sect to religion during its foundational period. Attention to literature, history and the social dynamics of change. Prerequisite, two courses in religious studies or consent of instructor.

418S Seminar: The Story of Hebrew Literature: A Dead Language Reborn. Through various masterpieces, an exploration of the process of modernization: the crumbling walls of the Jewish Ghetto and the displacement of its inhabitants. These texts record the inner struggle of uprooted youth who, by reviving Hebrew literature, laid the foundations for a renewed national identity (Zionism). Prerequisite, Religious Studies 112, or two courses in religious studies or literature, or consent of instructor. (Same as Comparative Literature 418.) Brown.

[425S] Seminar in Mahayana Buddhism. A seminar in the various traditions of Mahayana Buddhism through an analysis of selected texts in translation and secondary sources. Prerequisite, two courses in religious studies or consent of instructor. (Same as Philosophy 425.) (Next offered 2008-09.)

[430S] Seminar in Early Christian Mysticism. Examination of earliest Christian mysticism as religious experience and social movement. Consideration of antecedents and selected later developments. Prerequisite, two courses in religious studies or consent of instructor.

[431S] Jewish Life and Thought. Exploration of Jewish life and of Jewish philosophical, religious and political thought. Prerequisite, at least two courses in religious studies or philosophy. Maximum enrollment, 12.

453S Seminar: Indigenous Art, Image and Imaginaire. Combining archaeology, ethnohistory and critical theory, explores the history and interpretations of Indigenous visual art of the Americas, from its earliest known appearances in the hemisphere, to its contemporary expressions and circulations. An anthropological approach emphasizing social relations is used for analyzing a number of important Indigenous works, including paintings, writings, sculptures, architecture, earthworks, beadwork and others that are not easily categorized. Prerequisite, consent of instructor. (Same as Anthropology 453.) Keating.

483F Seminar in Sacred Space. Consideration of historical and contemporary spatial expressions of religion, art, architecture, religion and other cultural forms in the old Spanish borderlands region of northern Mexico and the United States, with particular attention to cross-cultural phenomena. Prerequisite, two courses in religious studies or consent of instructor. Seager.

501F,S Honors Program. A project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

502F,S Honors Program. Continuation of the honors project resulting in a substantial essay supervised by a member of the department. Prerequisite, consent of instructor. Open to qualified students. The Department.

Russian Studies

Faculty

John Bartle, *Chair (Russian)*
Shoshana Keller *(History)*
Sharon W. Rivera *(Government)*
Franklin A. Sciacca *(Russian)*

Russian studies is an interdisciplinary program focusing on the language, literature, culture, historical development and politics of Russia. The concentration in Russian studies consists of nine courses: the core courses Russian Studies 221, 222 and 370; five other courses from the list below; and the Senior Project (550), which must include use of Russian language sources. Completion of the Senior Project requires registration in 550. A copy of the description of the senior program is available in Christian A. Johnson 118. Study in Russia may be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian studies consists of five courses from the list below.

All 100-level courses are open to juniors and seniors.

The first-year Russian language course pays particular attention to the cultural context of the language. Emphasis is placed on the language of contemporary Russian media at the second-year level, followed by the opportunity to begin close reading of Russian literature in the original in 370. Near-native and heritage speakers are encouraged to enroll in any of the Russian studies courses. The readings can be completed in Russian with permission of instructor. Study in Russia on a semester or year program is strongly recommended for those interested in Russian studies.

Courses in Translation

100S Introduction to Russia: Radicals and Rebels. Introduction to the history, literature and culture of Russia through popular rebellions and other social movements. Topics include Stenka Razin, Pugachev, 19th-century anarchism, dissidents and Yeltsin. Special attention paid to radical movements in art and literature. Film screenings. (Writing-intensive.) May be repeated for credit with consent of the department. No knowledge of Russian required. Bartle.

[169] Dreams, Visions and Nightmares: Introduction to Russian Film. Survey of Russian film from its beginnings through the Soviet period to the present. Introduction to the basic grammar, techniques and theories of filmmaking. Analysis of cinema as cultural artifact, as propaganda and as high (and low) art. Films include *Strike!*, *Moscow Does Not Believe in Tears*, *Little Vera*, *Burnt by the Sun*, *The Thief* and *Russian Ark*. Afternoon and evening screenings. No knowledge of Russian required.

213F Politics in Russia. For full description, see Government 213.

221F Early Russian History From Rurik to Alexander II. For full description, see History 221.

222S Modern Russian History: Serfs to Post-Soviets. For full description, see History 222.

225F Madness, Murder and Mayhem: Nineteenth-Century Russian Literature. Readings of representative works with emphasis on major literary movements, cultural history and basic literary devices. Primary texts by Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov, as well as some critical materials. No knowledge of Russian required. (Same as Comparative Literature 225.) Bartle.

226S Sex, Death and Revolution: Twentieth-Century Russian Art and Literature. Close analysis of major literary and artistic movements of the 20th century, with particular attention paid to the innovations of the avant-garde and the impact of the Bolshevik Revolution on the artistic imagination. Emphasis on the recurring theme

of the fate of the individual in a mass society. No knowledge of Russian required. (Same as Comparative Literature 226.) Sciacca.

[255S] Jesus in the East: The Spiritual Traditions of the Byzantine and Russian Orthodox Churches. An examination of the Byzantine Christian tradition, with focus on the practices of the Russian Church. Topics include sources of Eastern Orthodoxy, Patristics, the Ecumenical Councils, the Liturgy, the "Great Schism," cult of the saints, iconography and church architecture. (Writing-intensive.) No knowledge of Russian required. (Same as Religious Studies 255.)

[270] Heaven, Hell and the Space in Between: Devils and Deities in Russian Literature and Art. Examination of the portrayals of the cosmic conflict: Good vs. Evil, Heaven vs. Hell, God vs. Satan. The second half of the semester will be dedicated to a close reading and analysis of Fyodor Dostoevsky's *Brothers Karamazov*. (Writing-intensive.) No knowledge of Russian required.

295F Bloodsucking as Metaphor: Vampires, Werewolves and the Living-Dead in Myth, Literature and Film. Exploration of vampire and werewolf myths in Russia and Eastern Europe, the cult of ancestors in Slavic ritual, folk beliefs and rituals associated with the dead and the so-called "living-dead," and the tradition of "dying-reviving" gods. Transformation of the myths and folklore into the popular cult phenomenon of Dracula in West-European and American literature and film. Particular attention paid to bloodsucking and shape-shifting as political, sexual and medical metaphors. (Writing-intensive.) No knowledge of Russian required. Sciacca.

[298] Russian Fairytales, Myths and Legends. An introduction to the folk literature and rituals of the Russians and Ukrainians. Emphasis on Slavic mythology, byliny (epic poetry), skazki (folktales) and "calendar" songs. Investigation of the pre-Christian cults and rituals of ancient Europe. (Writing-intensive.) No knowledge of Russian required.

[345S] Studies in Russian History. For full description, see History 345.

550S Senior Seminar. Independent work consisting of the preparation and presentation of a research paper, translation or other project designed by the student. Requires research using Russian-language sources. Open to senior concentrators only. The Department.

Courses in Russian Language

110F First-Term Russian. An introduction to the Russian language in a contemporary cultural context. Focus on development of speaking skills in real-life situations. Bartle.

120S Second-Term Russian. Continued development of skills in spoken and written Russian. Intensive use of audio/visual/computer materials. Class activities include the production of a Russian-language video. Prerequisite, 110 or equivalent. Sciacca.

210F Third-Term Russian. Further development of conversation and composition skills, with an emphasis on contemporary topics. Prerequisite, 120 or equivalent. Sciacca.

220S Fourth-Term Russian. Continuation of third-term Russian. Introduction to the language of popular culture, including contemporary film and music. Prerequisite, 210 or equivalent. Bartle.

370F Readings in Nineteenth-Century Russian Literature. Close reading in Russian and English of one or two major Russian authors of the 19th century. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. Course may be repeated for credit with permission of instructor. Prerequisite, 220 or equivalent. Bartle.

[380S] Readings in Twentieth-Century Russian Literature. Close reading in Russian and English of one or two major Russian authors of the 20th century. Attention paid to problems of translation. Discussion and writing assignments in Russian and English. Not intended for near-native or heritage speakers. Course may be repeated for credit with permission of instructor. Prerequisite, 220 or equivalent.

Sociology

Faculty

Dennis Gilbert, *Chair*
Daniel F. Chambliss (NYC-F)
Stephen J. Ellingson
Sandra Guerrero
Jenny Irons (F,S)
Elizabeth E. Wheatley
Yvonne Zylan

A concentration in sociology consists of 101 or 110, 301, 302, 549, 550 and four additional courses. A Senior Project (550) culminating in a written thesis based on original research is required for the concentration. Prospective concentrators who will be off campus during their junior year are encouraged to take 301 and 302 as sophomores. Candidates for honors must have an 88 or better average grade in sociology courses; must submit a thesis receiving a grade of A- or better; and must be approved by a vote of the department faculty. A minor in sociology consists of 101 or 110, 301 or 302, and three additional courses.

101S Introductory Sociology. Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability and change of social life. Not open to students who have taken 110. Chambliss.

110F American Society. An introduction to sociological concepts and methods of analysis through the study of selected aspects of American society. Topics include social class, gender, sexuality, race and ethnicity, sports, medicine, crime and deviance, and popular culture. Not open to students who have taken 101. The Department.

204S Social Class in American Society. Consequences of inequalities in wealth, income, power and prestige. Social mobility, poverty, class differences in values and lifestyles, social class and politics. (Writing-intensive.) Gilbert.

[207S] Sociology of Sexualities. Examines the social nature of sexual expression — how societies construct sexualities, focusing particularly on questions of gender, sexual discourses and the experiences of sexual "minorities." A consideration of theoretical concepts help frame historical and topical questions about a wide range of sexual behaviors, attitudes and ideals. Consideration of the importance of race, class and gender in shaping the way Western societies have understood and misunderstood sexuality as a physical, psychic and cultural force. No previous knowledge of sociology is presumed, and course materials will span a number of disciplines in addition to sociology, including history, psychology, anthropology and cultural studies.

[212S] Sociology of Gender. Contemporary theories, understandings and performances of gender. Attention to the intersections of race, class, gender and sexuality, as well as the relationships of gender to life opportunities and experiences, social structures and societal reproduction. Prerequisite, 101, 110 or consent of instructor. (Same as Women's Studies 212.)

215S Sociology of Sport. Draws on scholarly investigations and popular criticism of sport as a cultural form. Through course readings, discussions and projects, we will consider how sport is implicated in the social construction, reproduction and transformation of gender, race, class and national identities. Analysis of representations of sport in media and film, as well as ethnographic and biographic accounts to address contemporary controversies in selected sport cultures and contexts. Wheatley.

216F Sociology of Health, Illness and Medicine. Uses sociological and interdisciplinary frameworks to examine the social construction, production and distribution of disease; the organization and culture of medical care; and the experience of illness. Topics include the socialization of physicians, alternative medicines, the medicaliza-

tion of social deviance and political struggles over biomedical versus environmental origins of disease. (Writing-intensive.) Wheatley.

223F Law and Society. Examines law as a social institution, examining how the law constructs, and is constructed by, social mores, cultural objects and themes, social structures, and individual and collective actors. A critical perspective toward the idea that law exists apart from the social world in which it exists and operates. Consideration to the importance of race, class and gender in shaping legal discourses and the operation of the civil and criminal justice systems. Prerequisite, 101 or 110, or consent of instructor. Zylan.

[225S] Latin American Society. Social structure and social change in Latin America. Topics include class structure, kinship, values, gender, race, population trends, development strategies, popular culture and religion.

227F Latinos in the USA. Examines the experience of Latino immigrants in the United States, emphasizing reasons for migration, undocumented immigrants and immigration reform, first vs. second generation, reconstruction of ethnic identities, Latino barrios, language preservation, work and gender, and representation of Latinos in the media. Readings will include works of Latino literature. Prerequisite, one course in sociology or consent of instructor. Guerrero.

[251S] Survey of Social Psychology. A review of the classic work in the field and a broader "liberal arts" view of social psychology. Prerequisite, one course in sociology or psychology.

[257F] Using Survey Research. A practical course in methods of public opinion polling and other uses of sample surveys. Basics of questionnaire construction, sampling and analysis of survey results. Critical examination of the technical limitations and political implications of national dependence on opinion polling. Useful for students who expect to use surveys in connection with senior thesis research or careers in politics, marketing, journalism, education, etc. Prerequisite, two social science courses or consent of instructor. No previous courses in statistics or social science methods necessary. (Same as Government 257.) Maximum enrollment, 15.

[258] Poverty, Law and the Welfare State. An examination of the laws regulating and protecting the unemployed, disabled, aged and children in families unable to support them. Welfare policy as expressed in civil and criminal law, including colonial settlement laws, 19th-century reforms, the New Deal Social Security Act and New York's Article XVII in the 1930s, the War on Poverty of the 1960s and the restructuring of the welfare system in the 1990s. Readings from court opinions, historical accounts and other materials. (Writing-intensive.) Prerequisite, one course in sociology or government. (Same as Government 258.)

[260F] Racial and Ethnic Groups: The Sociology of Race and Ethnicity in America. Focuses on historic and ethnographic accounts of patterns of group life. Topics include race relations, economic and cultural discrimination, the intersection of race, ethnicity, social class and gender, and the dilemmas of assimilation and acculturation. Prerequisite, 101 or 110.

[270S] Social Movements. An examination of major sociological theories of social movement emergence, development and impact. Topics include mobilization, participation and leadership, tactics, movement culture and collective identity. Emphasis on U.S. empirical cases, including civil rights, feminist and sexual identity movements. Prerequisite, one course in sociology.

271S AIDS and Society. Examines AIDS in local and global contexts, drawing on perspectives from sociology, cultural studies, political economy, social history, anthropology, history of science and public health. Through course readings, lectures, discussions and films, we will identify social, political and economic forces that shape the AIDS/HIV epidemic in communities in the United States as well as Southeast Asia, Sub-Sahara African, Latin America and the Caribbean. (Writing-intensive.) Wheatley.

[288] Sociology of Religion. Introduces the constitutive theories and concepts of the sociology of religion, in particular how religious organizations, rituals and belief systems have been influenced and, in turn, have influenced modernity and post-modernity. Topics include secularization and sacralization; the restructuring of American religion; religion, consumption and popular culture; gender, sexuality and power; and religion in the public sphere. (Same as Religious Studies 288.)

301S Sociological Theory. Examination of classic and contemporary sociological concepts and perspectives. The theorists covered include Marx, Weber, Durkheim, Freud, Mead, Berger and Luckmann, and Foucault. (Writing-intensive.) Prerequisite, two sociology courses. Gilbert.

302F Research Methods. Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy and interpretation of the results. Both qualitative and quantitative methods presented. Prerequisite, two sociology courses or consent of instructor. Ellingson.

[304F] Seminar on Elites in American Society. Initial readings will explore the elite concept in the work of Pareto, Mosca, C. Wright Mills and others, including their pluralist and Marxist critics. The remainder of the course focuses on the role of contemporary economic, social and political elites in the United States. Topics include the political role of corporate elites; the influence of class, race/ethnicity and gender in recruitment to elite positions; and the significance of upper-class society and related institutions such as elite private schools. (Writing-intensive.)

[311S] Seminar in Sociology of Culture. An introduction to research approaches and theoretical traditions in cultural sociology. Explores how scholars from different traditions explain the relationship of different cultural objects, (e.g., television, rock music or religious ideas) to meaning and action, power and agency, social reproduction and change, and the creation of symbolic boundaries. Topics include popular and high culture, the production and reception of culture, the role of culture in creating and maintaining class, status, racial and gender inequalities. Prerequisite, two courses in sociology or consent of instructor.

[313F] Seminar: Immigration & Identity. Explores how the process of immigration into the United States affects the collective identity of various immigrant groups, the individual identities of their members and the identity of the United States as a nation. Also examines how the dynamics of race, class, gender, sexuality and nationality shape the immigration process. Additional topics include conflict, inequality, diversity and sociological theories of immigration. Prerequisite, one sociology course or consent of instructor.

323F Seminar on Sexuality and Social Theory. A critical investigation of the place sexuality occupies in social theory. Texts by social theorists will illustrate a variety of intellectual affiliations, including Marxist political economy, feminism, Freudian and post-Freudian psychoanalytic frameworks, and post-structuralist and post-modern perspectives. Examines how conceptions of sexuality figure in theories of social life, including theories of collective action, social organization, the origins and mechanisms of inequality and social identity. Prerequisite, two social science courses or consent of instructor. Some background in reading and analyzing difficult theoretical works (in sociology, political science, philosophy or a similar discipline). Zylan.

[343F] Seminar on the Political Construction of Race. Examines the historical and contemporary relationship between the political arena and the social construction of race. We will ask how the meaning of race and its associated material consequences are created, reproduced and contested through political processes, policies and institutions, including census classification, affirmative action, welfare programs, social movement dynamics, prisons and immigration. Prerequisite, two social science courses or consent of instructor.

346S Seminar on the Latin American City. Examines the developments that have molded Latin American cities, including internal migration, the growth of the informal economy, housing movements, formation of shantytowns, the disappearance or renewal of central business districts. Considers also globalizing forces and their concomitant erosion of public space, as well as the strong ties Latin American cities develop with global cities such as Miami. Other topics include consumerism, spatial segregation, the proliferation of gated communities, country clubs, shopping malls and the digital divide. Not open to first-year students except with consent of instructor. Guerrero.

350S Seminar on the Body in Society. The social and political significance of bodies in constituting identities, relationships and differences as bases for inequalities and forms of suffering, and as sites of resistance and struggles for change. Topics include advertising, aging, AIDS, anorexia nervosa, ballet, beauty, bodybuilding, boxing, cancer, consumer culture, cosmetic surgery, dancing, dieting, disability, disfigurement, exercise, fitness and sport. We begin by tracing the emergence of sociological perspectives on the body in selected writings. Subsequently, we turn to scholarship about the body among contemporary sociologists as well as feminist and cultural theorists. Not open to first-year students except with permission of instructor. Wheatley.

361F Seminar: Politics and Culture. Examines the ways that culture — ideologies, symbols, rituals, art, music, film — influences the political sphere and becomes an arena for contentious politics. Topics include revolutions and state-formation, electoral politics, religion and collective violence, the politicization of social problems, national identity and collective memory, and conflicts over contemporary art, television and popular culture. Prerequisite, one social science course or consent of instructor. Ellingson.

373S Seminar on the Constitution and Social Policy. The U.S. Constitution is frequently invoked in public debates over social policy — e.g., concerning gun violence, marriage recognition and euthanasia. Examines such questions as what role does the Constitution play in the operation of policy-making institutions? Have constitutional arguments and considerations become increasingly prevalent in the making of American social policy and, if so, why? What are the discursive, cultural and institutional effects of deploying constitutional arguments in social policy-making? Includes an analysis of anti-poverty initiatives, gun ownership, the death penalty, abortion rights, marriage, sexuality and procreation, and the right to die. Prerequisite, two social science courses or consent of instructor. Zylan.

420S Advanced Topics in Contemporary Sociology. Critical examination of key works of contemporary sociological theory and research. Topics include current issues in sociological theory as well as new directions in principal substantive areas of the discipline. (Writing-intensive.) Prerequisite, consent of instructor. Zylan.

[445F,S] Research Practicum in Sociology. A working seminar in applied social research carrying out studies for the Mellon Assessment Project on liberal arts at Hamilton. Students will conduct interviews, perform quantitative analyses of qualitative data using HyperResearch, learn and use methods of multiple regression of survey data using SPSS, and discuss methods of data analysis and synthesis. Each student will write several reports for the project. Prerequisite, 302 or a comparable course in methods or statistics, and consent of instructor.

549F Senior Seminar. For concentrators preparing to write a thesis. Includes exploration of the range of sociological topics, lectures by departmental faculty on research areas and techniques and workshops on bibliographic methods, site selection and access, and writing of research results. Culminates in presentation of a detailed thesis proposal. (Writing-intensive.) Open to senior concentrators only. Maximum enrollment, 20. Gilbert.

550S Senior Project. Investigation, through original research, of a sociological topic resulting in a thesis. Open to seniors only. The Department.

Sophomore Seminars

Sophomore Seminars are team-taught, interdisciplinary courses, culminating in an integrative project with public presentation that each student must complete. All sophomores must take one Sophomore Seminar. Each seminar is normally limited to 12 students per faculty member. Only rising sophomores, sophomores and rising juniors who have neither passed nor are currently enrolled in a Sophomore Seminar will be allowed to register for Sophomore Seminars during pre-registration. If, during the first week of a semester, there are spaces remaining in a Sophomore Seminar, instructors, at their discretion, may sign in other students. Enrollment in the course will not satisfy the Sophomore Seminar requirement for first-year students. Juniors who have not passed a Sophomore Seminar must take one in the fall of their junior year. Students who fail the first Sophomore Seminar they take will be placed on academic probation. They will receive a second and third probation in subsequent semesters if the Sophomore Seminar requirement is not completed.

200F,S Globalization. The globalization cluster will engage in a multi-disciplinary examination of the broad phenomenon of globalization, including its political, economic, social and cultural aspects. Each individual seminar will explore a particular aspect in greater depth, as described below. Students will present their final projects to members of other sections of the cluster. The course will include attendance at several films and guest lectures.

[200-01S] Globalization and the Politics of Identity. Examines the effects of globalization on national, ethnic and racial identity, and on the political conflicts based on these identities. Includes material on identity politics in the United States and several other countries. Prerequisite, one of Government 112 or 114, College 130 or Women's Studies 101. May count toward a concentration in government.

[200-02F] Globalization and Chinese Visual Culture. An examination of the cultural dimensions of globalization, with a focus on Chinese visual art. Drawing on the writings of Appadurai, Sperber and Hannerz, this seminar is an attempt to explain the "susceptibility" of segments of contemporary Chinese society to specific strains of Western visual culture and values in terms of a discussion of cognitive dispositions within the current environment of intensified global cultural contact. It represents and ecological view of sociocultural change based on a theory of cultural relevance and transformation (not replication). Prerequisite, a course in either art or art history, Asian studies, any of the social sciences or consent of instructor. May count toward a concentration in art history.

[200-04S] The Global Economy. Introduction to the global economy and the implications of globalization on production, trade and finance. Topics include technology and production, information revolution and the new economy. Prerequisite, Economics 101.

200-05F Globalization and Work. Globalization and its impact on the changing nature of work. Topics include labor in the global economy, new technologies and organization of work, restructuring employment, flexibility and security, difference and diversity in the workplace, the household economy and caring labor. Prerequisite, Economics 101. N. Balkan.

200-06F Globalization: Environmentalism and World Religions. Consideration of the economic and political forces of globalization, their impact on the environment and the role of religious ideas, values and practices in influencing environmental issues in a cross-cultural context. Particular emphasis on environmentalism as expressed in Hindu/Buddhist and indigenous traditions. May count

toward a concentration in religious studies. Not open to students who have taken Religious Studies 118. Seager.

[200-08F] Globalization and Cinema. A look at films and the film industry in a global context. Topics include how the movie industry in this country has organized itself historically as an international enterprise; how documentary film participates in the process of globalization; and the success and influence of Hollywood and other national cinemas outside the United States. Student presentations and projects involve learning how to analyze films, present clips and instruct viewers to see the film's form as well as its content and historical and social contexts.

[200-10S] Globalization and European Union. Explores Europe's response to globalization, addressing the central question: Does the European Union represent a nascent regional bloc, or a means of integrating Europe within a globalized order dominated by the United States? Topics include: European Monetary Union; Europe's response to "Americanization" in the realm of culture and hyper-commodification; the emergence of a European political and defense entity; the crisis of the European welfare state. Prerequisite, Government 114.

200-11S The Ethics of Globalization. Investigation of four main globalization issues from the moral point of view: climate change and environmental responsibility; the World Trade Organization and the globalization of trade; national sovereignty and humanitarian intervention; and foreign aid and the globalization of poverty. Emphasis on the morality of war and global poverty. Extensive use of films outside of class time. Service-learning component. Meets concurrently with 200-15. Werner.

200-14F Globalization and Indigenous Peoples. Examines the dynamic and creative responses of Indigenous peoples to the processes of globalization, with particular emphasis on contemporary Indigenous social movements and cultural strategies of survivance and resistance in the Western hemisphere. Keating.

200-15S Globalization and Democracy. Explores the effects of globalization on liberal democracy. Uses cosmopolitan, communitarian and liberal theories to frame discussions of globalization's impact on citizenship, national sovereignty, democratic accountability and human rights. Extensive use of films outside of class time. Service-learning component. Meets concurrently with 200-11. Willemsen.

200-16F Crossings: Globalism and Performance. For much of the 20th century, theatre artists have drawn inspiration from the performance of other cultures, incorporating "foreign" theoretical and formal elements into their own works. Such hybrid performances may arise as the result of deliberate artistic strategies (as in the case of Brecht) or through a fascination with a little-understood foreign culture (Artaud), or for more commercial reasons (as with tourist performances). Examines various types of artistic crossings as well as the issues raised by the phenomenon, including questions of cultural appropriation and neo-colonialism, within the larger context of globalization. Latrell.

200-17F New York: The Global City as Text. Drawing from urban studies, urban geography, women's studies, art and architecture, public policy and law, environmental studies, history and literature. Understanding and learning to "read" the representation and development of New York City as a text that demarcates and reproduces (and at times ruptures) codes of race, ethnicity, class, gender and sexuality. (Writing-intensive.) Adair.

200-18F Globalization: Markets and Democracy. The extent to which capitalism is compatible with democracy has long been debated. Examines the relationship between economic and political liberalization in the countries of the former Soviet bloc. The central question posed is whether the economic reforms advocated by Washington and international economic institutions in the early 1990s promoted or hindered the democratization of those countries that Washington also

sought. Existing research on this subject will be critically assessed. Prerequisite, Government 112, 116 or 117. May count toward a concentration in government. D. Rivera.

202F Infinity and Then Some. Infinity and related mathematical concepts not only play a role in science and mathematics, but also serve as both thematic concerns and organizing principles for works of art, including literature, music, painting and film. Explores the interactions between mathematics and the arts, with special attention to issues of consciousness. Included will be works by such writers as Gödel, Rucker, Hofstadter, Borges, Gombrowicz and Robbe-Grillet; music by Bach, Berg, Xenakis and Cage; paintings by Escher; and a variety of films. Prerequisite, one course in calculus, Math 123, Math 224, Symbolic Logic or Computer Science 210; one course in literature or music; or consent of instructors. Cockburn and Oerlemans.

205S Classics of Modern Social Thought. Reading and discussion of major thinkers in the development of modern Western social thought. Authors include Machiavelli, Rousseau, Burke, Marx, Darwin, Weber, Freud, Mannheim and de Beauvoir. Emphasis on class presentations, debates, book notes and class protocols. Works examined from historical, sociological, psychological and philosophical perspectives. Prerequisite, 100-level course in history or sociology. May count toward a concentration in either history or sociology. Chambliss and Kelly.

[208F] The Matrix Revisited: Human and Machine Intelligence in the Twenty-First Century. Can computers think, plan and learn as humans do? Can they possess consciousness? A look at both our understanding of human behaviors and the uniqueness of those behaviors in light of contemporary Artificial Intelligence (AI). Examines models of a variety of traits deemed to be uniquely human (e.g., personality, emotion, intelligence, language, problem-solving, social interactions) and compares them to analogous AI models. Reviews popular media descriptions of machine intelligence, as well as the possibility and implications of virtual reality. Prerequisite, Psychology 101, Computer Science 100 or consent of instructor.

[210F] The Physics of Musical Sound. An exploration of the physics that underlies the production of musical sounds. Covers issues ranging from nature of musical sound, representations of music, some elementary music theory, ideas of measurement and units, some physical principles, theory of wave propagation and mode formation, physical mechanisms of how instrument families work and their implications for musical use of those families, acoustics of halls, digital simulations of musical instruments and performance spaces. Three hours of class and one hour of laboratory. Prerequisite, one course in music or one course in a physical science. May count toward a concentration in physics.

[215] Race Matters. Assesses whether, how much and why race influences education, economic trends, politics and culture. Special attention to general intellectual and cultural trends, as well as to the hard politics of welfare reform, affirmative action, the criminal justice system and the HIV/AIDS epidemic, and the ways in which race informs and shapes such policies and politics. May count toward concentration in Africana studies.

216S The American Founding: Ideals and Reality. An intensive analysis of the philosophical ideals of the Founding Era (1763-1800) and their uneven realization. Social histories of various races, genders and classes will help illuminate the inherent ambiguities, weaknesses, strengths and legacies of the social and political philosophies of late 18th-century America. (Writing-intensive.) Prerequisite, Government 117, Philosophy 117 or a 100-level course in history. May count toward a concentration in history or government. Ambrose and Martin.

[218S] Space: Its Light, Its Shape. Mobius strips and Klein bottles are examples of unusual mathematical spaces that differ significantly from the world as we experience it. Mathematicians study these spaces for their abstract beauty alone. However, such spaces may be accurate models for our own universe. Current observations of the Big

Bang's echo — the cosmic microwave background — offer ways to test models of our universe. Explores possible abstract spaces from a mathematical perspective and delves into the physics of both the cosmic microwave background and cosmological models. Prerequisite, one year of high school calculus or one semester of college calculus.

220F Forever Wild: The Cultural and Natural Histories of the Adirondack Park. Study of America's largest inhabited wilderness. Survey of natural and cultural histories of the park and examination of ecological, political and social issues. Study of literary, scientific, historical and political texts. Exploration of environmental issues such as acid rain, development and land-use, predator re-introduction and population controls. Prerequisite, one course in literature, biology, geology or environmental studies. May count toward a concentration in environmental studies. Field trip required. D. Bailey and E. Williams.

221S Global Warming: Is "The Day After Tomorrow" Sooner than We Think?. Investigates the historical/geographic context for our hydrocarbon economy, the scientific and economic debate behind global warming, the social and ecological consequences of action or inaction regarding greenhouse gas emissions and the role of public policy and international relations in global environmental change. May count toward a concentration in environmental studies. E. Domack and Rosenstein.

[222F] Freaks. Investigation of how what has been considered to be normal has been conceptualized and defined from both philosophical and biological perspectives through the study of individuals and groups categorized as "freaks." We will examine descriptions of particular mental and physical "abnormalities," and pay special attention to the historical and cross-cultural differences in what is considered to be normal.

223S The River that Flows Two Ways: The Once and Future Hudson. Interdisciplinary exploration of the Hudson River in American history, including the literature and art of the Hudson as well as the river's place in America's industrial past and post-industrial future. Consideration of the Hudson's seminal role in shaping environmental policy from Storm King Mountain to current issues such as the abatement of PCBs and planning for smart growth. Students will participate in a public forum on the future of the Hudson River. May count toward the concentration in environmental studies. Eismeier.

224S Art and Physics of the Image. Why and how do artists and scientists make images? Explores the science and art of photographic image-making. Topics include the physics of light, laws of electromagnetism, geometric and physical optics, quantization, the camera apparatus, fundamentals of black-and-white film processing, and experimental image making. Significant experimental work in the laboratory and studio. Workshop setting. Studio projects will include holography and digital photography as well as conventional darkroom processing. Prerequisite, one course in physics, chemistry or studio art. Gant and Silversmith.

225S Nature, Art or Mathematics?. How do humans perceive or impose patterns onto the natural world and onto their lives? What is really out there and how do we describe it? An examination of chaos theory, fractal geometry, landscape architecture and theories of tragedy in relation to Tom Stoppard's play *Arcadia*. Prerequisite, one course in literature, mathematics or theatre. Bedient and Thickstun.

232S Politics and Place: New York City and New Orleans in Times of Crisis. Examination of the cultural and political ideas of New York City and New Orleans that have been manifested during and after times of crisis, specifically the Sept. 11, 2001, attack on the World Trade Center and the Aug. 29, 2005, landfall of Hurricane Katrina. Focus on how those ideas of the two cities served to affirm, challenge and reconstruct American's cultural and political self-understandings. Students will participate in the production of a multimedia hypertext contextualizing and chronicling the two events. Cannavó and Odamtten.

235F,S Food for Thought: The Science, Culture and Politics of Food. An interdisciplinary exploration of food. Readings in biology, history, literature and political science concerning topics such as why we eat what we eat; where your dinner comes from; the politics of food; cookbooks as history; diet: facts and fads; food and disease; food and sex. Cooking, films, field trips and final project. Drogus and Guttman (Fall); Gapp and Sciacca (Spring).

[238S] Rhetoric, Science and Environmentalism. Many environmental problems are complex and often inscrutable to the public. Yet much public debate exists over the actions that should be taken to address these problems. Proponents of opposed positions often vie for public opinion, and for legislation, by presenting arguments grounded in environmental science. Examines the discourse of environmental science as it is rhetorically applied to influence public debate and governmental responses. Also queries the ethics, substance and criteria of "informed decision" as it is rhetorically constituted at the intersection of science, public opinion and environmentalism.

[245] Scientific and Social Perspectives on HIV and AIDS. Explores the science of HIV/AIDS, including a study of blood, viruses, the immune system and the scientific basis of HIV/AIDS prevention and treatment. Also examines the role that various volunteer groups, governmental agencies and pharmaceutical companies play in the prevention and treatment of HIV/AIDS. Culminates with a public presentation focused on the global nature of the disease. Prerequisite, one course in biology or chemistry.

248S Explorations in Communication. An exploration of the fundamental questions regarding how human communication differs from the communication of other living creatures. Drawing on key questions from the communication discipline, students work collaboratively to discover what it is that makes humans unique. Readings incorporate articles on human communication and scientific studies on wolves, frogs, chimps, bees and elephants, among others. (Writing-intensive.) May count toward a concentration in Communication. Phelan.

[255S] It's About Time. Time is a key concept for literature and physics, but it functions differently in the two disciplines. Even novelists and film-makers who draw on theories from physics may twist their meanings; physicists may write without sufficient attention to the narrative techniques they are using, which invariably have a temporal dimension. By studying films (such as *Run Lola Run*), novels (such as Faulkner's *Sound and the Fury*), and scientific arguments — as well as running empirical experiments — this course explores how each discipline can cast light (and doubt) on the way time is treated by the other. Prerequisite, two courses in physics, two courses in literature, or one course in each, or consent of instructors; in addition, all students must be comfortable with algebra.

256S Art and Interpretation: The Genesis of an Exhibition. Examines the teaching and collecting philosophy of Edward W. Root, Class of 1905, which will be the theme of a major exhibition presented in 2007. Introduces research methods, conceptual design and practical issues of exhibition planning and implementation. Each student will be responsible for a Web-based final project that will combine image and text through interpreting one work of art using the didactic model developed by Root. The presentation will provide the student-generated component for the larger body of didactic material for the exhibition. Prerequisite, one course in art or art history, or consent of instructor. May count toward a concentration in art. Maximum enrollment, 15. Salzillo and White.

258S Opera. Study of literary and musical dimensions of operas by major composers from Monteverdi and Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *Orfeo*, *The Marriage of Figaro*, *Otello*, *The Turn of the Screw* and *Candide*. Prerequisite, two courses in literature or two in music or one

in each field, or consent of instructors (Same as Music 258 and Comparative Literature 258.) Maximum enrollment, 12. Hamessley and P. Rabinowitz.

260F,S Education in a Liberal Society. This cluster will look at education from several disciplinary perspectives: history; critical studies in race, class and gender; learning and cognition; and curriculum and pedagogy decision-making. Through readings and discussion of these diverse perspectives, students will explore the inextricable links that result in the U.S. public education system and agenda. All sections count toward the minor in education studies.

260-01F,S Education in a Liberal Society: Practical Aspects of Learning and Cognition. Principles governing animal and human behavior (Pavlovian and instrumental conditioning, schedules of reinforcement, attention and memory) with emphasis on pedagogically and clinically relevant topics. Of special interest to students considering clinical applications, such as the NECC cooperative education program (see page 13 of the catalogue, www.necc.org/graduate_studies/semester.asp, and www.hamilton.edu/academics/Psych/necc.html) or field study at local schools or agencies (e.g., www.upstatecerebralpalsy.org). (Writing-intensive.) Prerequisite, Psychology 101. May also count toward a concentration in psychology. Vaughan.

[260-02S] Education in a Liberal Society: Curriculum and Pedagogical Decision-Making. An investigation of the role and impact of academics, policymakers, federal and state agencies, discipline-specific associations and professional educators on the curricular and pedagogical decision-making of the American public school administrator and teacher. Review of federal and state regulations, standards and mandates. Subject area professional organizations' curricular recommendations and professional development initiatives based on educational research and scholarship will also be studied.

260-03S Education in a Liberal Society: Science/Religion Debates in American Public Education. Politics, religion and science meet in the schools and universities. Topics include, most importantly, the evolution/creationism debate from 1920 to the present, in which religion confronts the very foundation of modern biology; sex education and AIDS; public health and the role of schools; the "deterioration" of science education in the contemporary United States, in contrast to the national response to Sputnik in the '60s; and the flourishing of science funding in higher education and its implications. S. Morgan.

[260-04S] Education in a Liberal Society: Bilingual Education. Provides a historical review of bilingual educational practices in the United States. Explores linguistic, psychological, social, cultural, political and judicial underpinnings of current practices in the field. Discussion and critical evaluation of the terms of the debate to reach a better understanding of the social and cultural dimensions of bilingual education.

[260-05S] Education in a Liberal Society: "Making Good Citizens." Examination of the relationship between the creation of democracy and the structure and spread of free mandatory public education. Focus on the histories of France and the United States, the first two major democracies, and compare their educational philosophies and methodologies, with an emphasis on philosophies of education and on the teaching of history (and thus nationalism) and civics (or the practices of citizenship) in the last 200 years. May also count toward the concentration or minor in history.

277F Electronic Arts Workshop. Emphasis on collaborative work among computer musicians, digital photographers and videographers in the creation of visual/musical works. Other projects will include transmedia installations or performance art pieces. Prerequisite, Art 302 with consent of instructors, Art 313 or Music 277. Maximum enrollment, 8. Gant and S. Pellman.

[280S] The Historical and Intellectual Foundations of Property and Its Relationship to Freedom in Modern States. No society in history has existed without the concept of property. But how the world's peoples have defined property has varied widely in time and place. Examines cross culturally the history of property as both an idea and an institution, with emphasis on the development in the Western tradition of private property and its historical connection with slavery, freedom, economic growth and the rise of modern states. Examination of how the particular definition of property rights adopted by a society affects the kinds of markets that emerge.

281S Performing Politics: Gender and Sexuality. Examines the connections between theatre and political life: Is theatre political? Is political action theatrical? Focusing on performances in 20th-century Europe and the United States, we will read plays, theatre history, political and historical documents to understand 1) how playwrights have used theatre for political ends and 2) how both "left" and "right" have mobilized people in demonstrations that might be considered performances. Topics include AIDS, reproductive rights and sexuality (drag and performance art). Prerequisite, one course in theatre or comparative literature. (Same as Comparative Literature 281, Theatre 281 and Women's Studies 281.) Maximum enrollment, 12. Bellini-Sharp and N. Rabinowitz.

285F,S 1968: Year of Protest. 1968 was a year ripe with the possibility for change. What led up to this rebellious period in the United States and the world? What have been the consequences and the legacy of 1968? This cluster of courses will consider these and other questions by looking at the Civil Rights, anti-War and student movements, and the sexual revolution. We will investigate primary and secondary materials from media, popular culture (TV, film and rock 'n roll), art and literature, as well as political and psychological theory. Each section will have a different focus with varied formats for the final project.

[285-01S] 1968: Pop Culture in the Age of Sex, Drugs and Rock 'n Roll. Focus on the impact of the political and social movements of the late 1960s on popular culture. Investigation of television (sitcoms and news broadcasting), rock music (Beatles' White *Album*), movies (*The Graduate* and *Guess Who's Coming to Dinner*), art movements (Andy Warhol and pop art), student activism (Columbia University and Hamilton College).

[285-02] 1968: Theatre in Your Face. A prominent part of the counter-culture, theatre took to the streets and stages. Artist collectives and activist groups used theatre as acts of protest and revolution, both cultural and political. Emphasis on new and divergent voices as represented in plays and theatre, particularly those of oppressed communities, and the marriage of radical politics and radical aesthetics. Final projects: collectively developed performances of plays and events. May count toward a concentration in theatre.

285-03F 1968: All You Need Is Love. Theological thought fueled many aspects of social change in the 1960s: the Civil Rights Movement — through the voice of Martin Luther King, Jr. and those who criticized him — the division over U.S. involvement in Vietnam, as well as sexual liberation, student uprisings and popular music from Dylan to the Beatles to Woodstock. Through all these expressions of the desire for freedom, we'll explore King's philosophy of love, in the form of nonviolent power for social change. Includes service internships in Utica. McArn.

[285-05S] 1968: The Sexual Revolution. How did the women's and gay liberation movements grow out of civil rights, student and anti-war activism? Using fiction, manifestoes and essays from the period, as well as secondary sources, we will discuss that question and others, especially issues of representation and visibility. Options for presentations will include service or teaching. May count towards a concentration in comparative literature. Prerequisite, one course in literature.

285-06S 1968: Is Paris Burning? In May 1968, France experienced the biggest mass movement in its history: violent student demonstrations preceded a general

labor strike by some nine million people from all sectors of employment. Social and political unrest certainly characterized the moment, but the "events of May" also challenged existing forms of knowledge and the very nature of language. Explores the social and political history of post-war France and concurrent developments in literature and film. Key issues will be the student rebellion, the workers' strikes, intellectual life, sexuality and representation. Prerequisite, French 200 or consent of instructor. Taught in French. May count toward a concentration in French. C. Morgan.

285-07S 1968: Massacre in Tlatelolco, Mexico City. On the night of Oct. 2, 1968, a student demonstration ended in a massacre of hundreds in the Plaza de Tres Culturas in Tlatelolco, Mexico City. A shocked nation watched as the government claimed that extremists and Communist agitators had provoked the violence, while witnesses declared that the demonstrators were unarmed. Various reporters, scholars, historians and writers have attempted to explain the events of Tlatelolco. Considers the effect of this monumental event on Mexican society as represented through the press, Mexican literature, art and film. Prerequisite, Hispanic Studies 200 or consent of instructor. Taught in Spanish. May count toward a concentration in Hispanic studies. Burke.

[286F] Revolution in Motion. The quest for freedom exploded in the 1960s — freedom from racial injustice, freedom from the government's commitment to the Vietnam War and generally freedom from the "establishment." The hope for revolution transformed the world of dance, music and most other aspects of our culture. Explores this revolutionary impulse through choreography, improvisation, readings, music and other expressions from that time period. The final project will be performance pieces that reflect the philosophies, spirituality and activism of the late 1960s. May be counted toward a concentration in dance.

[290S] Seminar in Classics and Government: Cicero, Hamilton and Jefferson. A study of the career of Cicero, the Roman lawyer and politician, and of the debates between Alexander Hamilton and Thomas Jefferson, with special attention to Greek and Roman influences on the founders of the United States. Intensive discussion of readings from Thucydides, Plato, Cicero, Plutarch and the writings of Hamilton and Jefferson. (Writing-intensive.) Prerequisite, one course in classics (classical studies, Latin or Greek) or government, or consent of instructor.

Theatre

Faculty
Craig T. Latrell, *Chair*
Carole A. Bellini-Sharp
Mark Cryer

Special Appointment
William Burd

A concentration in theatre consists of 10.5 credits: 102, 105, 110 or 120, 141 or 142, 201, 202, 303, 307; two of the following: 211, 224, 236, 238, 255; and 550 or 560. Majors must audition for all mainstage productions and participate in at least one mainstage production. Students are encouraged to elect additional courses in art, music and dance.

The Senior Program requirement in theatre may be fulfilled through a satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or designing for a departmental production. No student who has completed the requirements and maintained an 85 average in theatre courses will be prohibited from selecting a performance/production as the Senior Project. Students falling below the 85 average will be required to take the research option or to register for an independent study prior to the project as preparation.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the theatre program and excellence in the performance, composition or production component of the Senior Program, as judged by the department.

A minor in theatre may be acquired in performance (102 and 201, 110 or 120, 307 and one elective) or design/production (105, 110, 212, 213, 307).

101F,S Introduction to Stage Performance. Exploration of the basic elements of theatrical performance and stage presence. Introduction to theatre vocabulary, performance concepts and skills, and the creative process through kinesthetic, vocal, sensory and imaginative exercises, as well as improvisation and stage action. An ensemble approach that relies on individual and group commitment and collaboration. (Proseminar.) Not open to juniors and seniors except with consent of the department. Cryer.

102S Introductory Acting Workshop. An intensive continuation of 101. Development of acting skills through exploration and workshop performances of monologues and scenes from modern plays. (Proseminar.) Prerequisite, 101. Cryer.

105S Stagecraft. Fundamentals of scenery construction, rigging and scene painting. Three hours of class and six hours of laboratory. Maximum enrollment, 12. Burd.

110F Performing Cultures: An Introduction to Theatre. Combines the study of theatre and drama as it reflects, represents and interprets diverse American cultures, with a hands-on examination of how theatre is made. Readings and discussions of plays, selected short readings in theory, history and criticism, and attendance at local performances. Consideration of the issues of texts, production, performance, meaning, context and style. (Writing-intensive.) No knowledge of theatre required. Not open to seniors. Bellini-Sharp.

[120F] World Performance in Context: An Introduction to Theatre. Examines the performances of diverse world cultures, interweaving critical and historical perspectives with a hands-on examination of how and why theatre is created. (Writing-intensive.) Although no prior performance experience is necessary, students may be expected to participate in workshops. (Next offered 2007-08.)

141-142F,S Production. The study of theatre through participation (performance and/or technical work) in a faculty-directed production. Casting by audition. Open to seniors by invitation. One-half credit. Bellini-Sharp (Fall); Latrell (Spring).

201F Intermediate Acting. Exploration of physical, vocal, emotional and creative resources. Textual study, improvisation and performance. Focus on Artaud and Brecht. Prerequisite, 101 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

202S Intermediate Acting Workshop: Character and Language. Scene and monologue work, textual analysis and characterization. Focus on Shakespeare. Prerequisite, 102, 201 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

[211S] Dreamings and Tellings. A course in dreams, voice and performance. The creation and presentation of original dream-based stories and performance pieces. Vocal work emphasizing breathing, centering and toning. Study of dream-based art and literature, and related theory and criticism, from diverse cultures and disciplines to re-locate dreams and dreaming as both personal and cultural acts. Maximum enrollment, 16.

[212S] Scene Design. A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections and models. Prerequisite, 105.

213F Lighting Design. A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections and control charts. Prerequisite, 105. Burd.

224S Playwriting. Introduction to the techniques of realistic and non-realistic playwriting through a variety of exercises and improvisations, culminating in the writing and staging of a one-act play. Prerequisite, 102, 110 or English 150. While no prior acting experience is required, students participate in staged readings of works. (Same as English 224.) Maximum enrollment, 16. Latrell.

[236] Outrageous Acts: Avant-Garde Theatre and Performance Art. An examination of experimental art's capacity to shock and to force us to recognize ourselves from new and unexpected perspectives. The historical, cultural and philosophical origins and influences, as well as exemplary works from the early avant-garde movements (1890-1940) and more contemporary avant-garde theatre and performance art (1950-1990). Discussion of the art, music, literature, theatre and film of Surrealism, Symbolism, Expressionism, Dada, Futurism, Constructivism, Epic, The Living Theatre, Grotowski, Monk, Wilson, Foreman, The Wooster Group, Hughes, Finley. (Same as Art History 236.) (Next offered 2007-08.)

[238S] African-American Theatre. Study, discussion and oral performance of selected works of drama by African-Americans from the 1860s to the present. Focuses on themes within the plays in relation to the current social climate and how they affect the play's evolution in the context of changing U.S. cultural and political attitudes. Prerequisite, 110. Open to sophomores and juniors. (Same as Africana Studies 238.) (Next offered 2007-08.)

244F Tragedy: Then and Now. For full description, see Comparative Literature 244.

[255S] Asian Theatre: The Exotic Body. An exploration of major Asian theatre and dance forms and their representations in the West. Focus on elite, popular and hybrid forms arising out of the cultures of China, Japan, India and Southeast Asia, and the way these forms have functioned as tokens of exoticism in the West. Prerequisite, one course in theatre or Asian studies or consent of instructor. No prior performance experience necessary, but students will be expected to participate in all workshops offered as part of the class.

281S Performing Politics: Gender and Sexuality. Examines the connections between theatre and political life: Is theatre political? Is political action theatrical? Focusing on performances in 20th-century Europe and the United States, we will read plays, theatre history and political and historical documents, to understand 1) how playwrights have used theatre for political ends and 2) how both "left" and "right" have mobilized people in demonstrations that might be considered performances. Topics include AIDS, reproductive rights and sexuality (drag and performance art). Prerequisite, one course in theatre or comparative literature. (Same as Comparative Literature 281, Sophomore Seminar 281 and Women's Studies 281.) Maximum enrollment, 12. Bellini-Sharp and N. Rabinowitz.

300F,S The Study of the Theatre through Production and Performance. Performing a major role, stage management, dramaturgy or design of scenery, lighting or costumes for a faculty-directed production. Prerequisite, invitation of the department. The Department.

301S Advanced Seminar in Performance. A performance-oriented seminar focusing on a specific area of world performance ideas and techniques. Each offering will focus on a different area: for example, political theatre, Asian theatre, Eastern European theatre, solo performance, intercultural performance or intermedia performance. Addresses the connections between research and performance. Prerequisite, 202 or consent of the department. The Department.

303F Directing. Fundamentals of play direction and script analysis. Study of selected directors and directorial problems; the direction of exercise scenes; and direction of a final scene or one-act for public presentation. Prerequisite, two semesters of acting and two other courses in theatre or dramatic literature or consent of instructor. Latrell.

307F History of Theatre. An introduction to the basic texts of theatre history from classical antiquity to the Baroque era, focusing on the themes of cross-dressing in performance, space and how it shapes theatre, and the representation of reality on the stage. Places performance within social, cultural and historical contexts, and also provides an introduction to non-Western performance. Prerequisite, 110, any 200-level theatre course, English 206 or consent of instructor. Latrell.

[345S] Modern European and American Drama. For full description, see Comparative Literature 345.

370S Advanced Topics in Theatre. An in-depth investigation of a particular facet of theatre production, literature or criticism, with specific topics to be determined by the department. Prerequisite, consent of instructor. Students may repeat this course for credit. The Department.

550F,S Senior Thesis. A project resulting in either a research paper or the composition of a play. Open to senior concentrators only. The Department.

560F,S Senior Performance/Production. An acting showcase, the directing of a play, costume, set and/or lighting design for a departmental production. Substantial written component comprising research into the historical, theoretical and sociocultural contexts of the chosen work. Following submission of the monograph and completion of production, each student will participate in the evaluation of her/his project with an evaluating committee. Open to senior concentrators only. Senior project proposals, written in consultation with faculty, are due at the end of the fall semester of the senior year. The Department.

Women's Studies

Faculty

Margaret Gentry, *Director*
Vivyan C. Adair
Anne E. Lacsamana
Martha Mockus

Special Appointment
Ulla A. Grapard

The concentration in women's studies consists of nine courses: 101, 201, 301 and 550; two courses selected from among 314, 327, 401, 402 or 405; and three electives. With the approval of the concentrator's advisor, one course focused on women or gender that is not cross-listed with women's studies may be counted toward the electives required for the concentration.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. Students who have an average of 90 in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the program director.

A minor in women's studies consists of 101, 201, 301, one course selected from 314, 327, 401, 402 or 405, and one elective.

Students without prior courses in the program may enroll in courses above the 100 level with permission of the instructor.

101F,S Introduction to Women's Studies. An interdisciplinary investigation of past and present views of women and their roles, treatment and experiences in institutions such as the family, the state, the work force, language and sexuality. The diversity of women's experiences across age, class, ethnic, sexual, racial and national lines introduced, and theories of feminism and of women's studies discussed. (Writing-intensive.) (Proseminar.) Gentry and Lacsamana (Fall); Adair, Gentry and Lacsamana (Spring).

190F Women and Madness. Examination of historical, cultural, literary, artistic and psychological constructions and representations of women as "mad." Uses feminist sociopolitical perspectives to explore how these representations are connected to topics such as anger, violence, sexuality, race, class, conformity and resistance to female roles, and the psychiatric and psychological communities. Gentry.

201S Introduction to Feminist Thought. An interdisciplinary examination of the history and contemporary practice of feminist thought. Topics include the history of feminist thought in Western culture, the broadening and complication of that canon to include examinations of race, class, gender, sexuality, ableism and ageism, and the implications of global feminist thought. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Lacsamana.

[203S] Women and War: Feminism, Militarism and Nationalism. Examines the ways war and processes of militarization impact women in developed and so-called developing countries. Accompanying this discussion will be an analysis of women's relationship to the "state" and "nation" during periods of warfare. Readings range from personal narratives written by women who have experienced war first-hand to those actively engaged in revolutionaly anti-imperialist struggles. These narratives will be grounded by theoretical readings that explore the ongoing debates and tensions among feminists regarding nationalism, violence, war and militarization. (Next offered 2007-08.)

208S Women in Music. A critical examination of popular and art music from women's perspectives in relation to race, class and sexuality. Topics include women as performers and composers, representations of women in music, musical criticism and cultural values that have affected women's participation in musical life. (Same as Music 208.) Mockus.

[210S] Twentieth-Century Sexuality: Literature and Film. Examination of the emergence, normalization and regulation of heterosexuality and homosexuality as categories of identity through the literature and film of the 20th century. Literature will include literary "classics," pulp fiction, picaresque novels, feminist fiction and post-modern narratives. Feminist as well as closeted and homophobic films will be included. (Writing-intensive.) Prerequisite, one course in women's studies or consent of instructor.

211F Women, Gender and Popular Culture. Interdisciplinary investigation of how popular culture reproduces gendered identities and racialized differences. Feminist theories of popular culture will inform examinations of racial stereotypes and heterosexist conventions in diverse forms of popular culture (films, fiction, non-fiction, television, music, the internet) from 1980-present in both mainstream and sub-cultural contexts. Analysis of popular culture's commodification of contradictory versions of "womanhood," as well as how women's self-representations pose complex questions of agency and resistance in the culture industry. Mockus.

[212S] Sociology of Gender. For full description, see Sociology 212.

[213] Introduction to U.S. Latino/a Literatures. For full description, see Hispanic Studies 213.

216F Sex, Work and Emotional Labor. For full description, see Anthropology 216.

222F Race, Gender and Culture. For full description, see Philosophy 222.

225S Women, Law, Public Policy and Activism in the Contemporary United States. An examination of feminist analysis of legislation and legal theory; public, educational and social policy; and legal/policy activism in the United States. Opportunity for law or public policy research and/or internship in area. (Writing-intensive.) Adair.

226F U.S. Latino/a Studies: Challenges of Gender, Race, Nation. Feminist analysis of consequences for Latinas of U.S. imperialism (conquest of Mexico, colonization of Puerto Rico, military intervention in the Spanish Caribbean and Latin America) and economic, social and cultural systems. Uses film, literature, music, sociological/historical analysis to scrutinize inter- and intracultural oppressions and social formations: family structure, domesticity, forced sterilization, the labor force, language, racism, sexism, sexual oppression, colorism, machismo and marianismo. Focus on the history of Latina resistance and Latina agencies. (Proseminar.) Prerequisite, one course in women's studies or consent of instructor. (Same as Hispanic Studies 226.) The Department.

234F Feminist Perspectives on the Welfare State: A Focus on Scandinavia. Examines how people in modern welfare states negotiate issues surrounding working life, family life and public policy. Focus is on social, cultural and political aspects of the Scandinavian model and on comparisons with other countries, including the United States. Uses multidisciplinary approaches to explore gendered aspects of labor markets, caring labor, family relations, parenthood, citizenship, immigration, identity, and sexuality. Prerequisite, one course in women's studies or the social sciences. (Same as Public Policy 234.) Grapard.

[235] Women in Modern Asia. For full description, see History 235.

[239F] Gender and Politics in Latin America. For full description, see Government 239.

[270F] Women and International Development: Power, Politics, Agency. Examination of the effects of social, political, cultural and economic systems, such as education, media, religion, family structures and the organization of labor, on the lives of women from "developing" countries. Analysis of contemporary theories of international development and feminism using case studies from different cultures to clarify the political, intellectual and ideological inter-connections between "First-World" and

"Third-World" nations in a transnational, capitalist economy. Prerequisite, one course in women's studies or consent of instructor.

278F The Straight Story?: Rethinking the Romance. For full description, see Comparative Literature 278.

[280] The Politics of Gender. For full description, see Government 280.

281S Performing Politics: Gender and Sexuality. For full description, see Comparative Literature 281.

301F Feminist Methodological Perspectives. An interdisciplinary exploration of feminist methods of social analysis. Emphasis on how feminist inquiry has transformed how we think about and study gender in the sciences, social sciences, arts and humanities. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Gentry.

[307F] Seminar on Engendering Ethics in an Era of Globalization: South Asian Voices. Interdisciplinary seminar on ethics using select feminist perspectives from philosophy, geography, history, literature and sociology to read specific South Asian writers (e.g., Vandana Shiva). Examines the impact of globalization as ethnic cleansing and violence against women, women's labor and migration, distribution of resources and modes of production that serve global capital, and alternatives for producing global citizens capable of building communities and solidarity across religious, cultural and national lines. Prerequisite, one course in women's studies or consent of instructor.

310F Black Women's Experiences in the United States. For full description, see Africana Studies 310.

314F Feminist Perspectives of Class in the United States. Examines class and class struggle as it is associated with ethnicity, nation, race, gender and sexuality in the United States. Uses representations of class and class struggle in history and in contemporary literary, cinematic, social change movement and academic texts. Prerequisite, one course in women's studies or consent of instructor. Adair.

316S Globalization and Gender. For full description, see Economics 316.

[317F] Seminar: Women Writing Against the Grain. A comparative investigation of U.S. women writing their own stories through the genre of autobiography in the 19th and 20th centuries. Attention to theoretical and practical questions of ideology, genre, language, audience and reception. Particular focus on women's self-representation as hegemonic transgression at the intersections of race, class, gender, sexuality, nationality and ableism. Prerequisite, one course in women's studies and some course work in comparative literature or literary theory, or consent of instructor.

[324S] Seminar: Feminism and Rhetoric. Investigation of feminist rhetoric, rhetorical theory and epistemology. Topics include suffrage, reproductive rights, the ERA, race, welfare, pornography, war and peace, lesbian/gay rights and education. Primary documents will be analyzed using related critiques and historical context as well as classical, modern and feminist rhetorical theory. Assignments will include written analysis and argument, interactive theater and oral presentation. Prerequisite, one course in women's studies or consent of instructor.

327S Seminar on Women and Aging. Focuses on women's experiences of aging across the lifespan with attention to midlife and beyond. Examines images of aging women in literature and the media; ageism and the impact of race, class and sexual identity on aging; aging women's experiences of the body, reproduction, health, economic issues and social and familial relationships. Considers how changing age distributions in the United States will influence intergenerational relationships and social policy. Prerequisite, one course in women's studies or consent of instructor. Gentry.

[340F] Women in Antiquity. For full description, see Classical Studies 340.

[341S] Women, Gender, and Power in Ancient Egypt and Greece. For full description, see Classical Studies 341.

342F Women, Gender and Power in Ancient Rome and Byzantium. For full description, see Classical Studies 342.

[344F] Studies in Women's History. For full description, see History 344.

[345] The Female Autograph: Women's Writing in the Hispanic World. For full description, see Hispanic Studies 345.

[372S] Unraveling Cleopatra. For full description, see Classical Studies 372.

379S Latino/a Experiences in the United States. For full description, see Hispanic Studies 379.

[385F] Seminar on Theory and Politics of Education. The role of the educational system in the construction and reproduction of gender, class and racial inequality. Topics include the control and governance of schools, the construction of educational goals and curricula, classroom practice and social structure, ideology and the cultural transmission of knowledge, multiculturalism versus anti-racist education, feminist pedagogy and the formation of communities of resistance in the academy. Prerequisite, one course in women's studies or consent of instructor.

386F Seminar in Theorizing Diaspora: Asian American Feminism in the Era of Globalization. Seminar using film, scholarly essays, visual art and memoir to examine the social, political and economic issues that shape and inform the Asian American women's movement. Topics include labor migration, militarism, women's work, community and identity. Texts will compare Asian American women's experiences with other marginalized groups along lines of race, class, gender and nationality to understand how Asian American feminist organizing forges coalitions with others to collectively respond to the injustices wrought by globalizing processes. Prerequisite, one course in women's studies or consent of instructor. Lacsamana.

401S Seminar: Theories of Sexuality. Analysis of contemporary theories of sexual development, identity and practice through a feminist/critical theory lens. Topics include theories of gender and sexuality, constructions and practices of masculinity and femininity, historical, geographical and cultural constructions of heterosexuality and homosexuality, lesbian/gay/bi/trans sexuality and gender identity, sexual objectification and commodification, reproduction, sexual politics, sexual/social violence and resistance and sexuality as mitigated by codes of race, class, gender and age. Prerequisite, two courses in women's studies or consent of instructor. Mockus.

402F Seminar on Global Feminisms. Comprehensive examination of global feminism, focusing on the rise of women's movements for economic and social justice. Attention to the role of socio-cultural constructions of femininity and masculinity; issues of violence against women and children; poverty; economic, sexual and civil rights; immigration and citizenship; global migration; and the construction of identity by dismantling national and transnational relations of exploitative power regimes. Prerequisite, one course in women's studies or consent of instructor. Lacsamana.

405S Seminar: Black Feminist Thought. Interdisciplinary examination of the tradition of black feminist thought as it spans African and African-American heritages. Exploration of how black women are not simply victims of oppression but visionary agents of change. Areas examined include history, literature, music, art, education, sociology and film. Prerequisite, one course in women's studies or consent of instructor. (Same as Africana Studies 405.) Haley.

550F,S Senior Program. A project or thesis on a topic in women's studies. Limited to senior concentrators and interdisciplinary concentrators with a focus on women's studies. The Program.

Writing

Writing is a central focus of the academic mission of Hamilton. All students must complete the Writing Program by passing at least three writing-intensive courses, each taken in a different semester. For detailed information on the writing requirement, see "Standards for Written Work" under "Academic Regulations." A complete list of writing-intensive courses is published each semester in the pre-registration materials from the Office of the Registrar. The following courses offer intensive focus on the development of writing skills.

110F,S Written Argument. Designed for any student interested in becoming a more confident and successful writer. Focus on composing coherent written argument at the college level, with particular attention to the development and presentation of evidence. Constant practice in short-essay writing and revising, with frequent peer review. Topics for each section are below and in preregistration materials. (Writing-intensive). (Proseminar.) Open to first-year students. May not be counted toward the concentration or minor in any department or program. Members of the faculty.

> *Topics:*
> Fall, section 1 (Thickstun): Focus on what constitutes liberal education. Arguments from a variety of disciplines, including history, sociology, mathematics and the natural sciences.
>
> Fall, section 2 (S. Williams): Study and writing about current environmental issues from ethical, political and scientific perspectives.
>
> Spring, section 1 (Isserman): Using the journals of Lewis and Clark and other sources, students will explore ways to improve their own writing while following the history of the 1804-06 expedition.

[310F] Seminar in Expository Writing. Designed for students from any concentration who wish to improve their writing. Offers constant practice in composing a variety of essays. Drafts of essays are discussed in frequent peer tutorials. Other class meetings take up such matters as grammar, mechanics, audience, tone and style. (Writing-intensive.) Open to sophomores, juniors and seniors. May not be counted toward the concentration or minor in any department or program. (Same as English 310.)

Scholarships, Fellowships and Prizes

General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margery Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The George Mitchell Avery Scholarship was established by the will of Harriet Avery, in memory of her son, George Mitchell Avery, Class of 1943.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1951, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The H. Roswell Bates Scholarship was established by Lt. Col. William A. Aiken, in memory of his friend and classmate, H. Roswell Bates, Class of 1895.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Edwin Baylies Scholarship was established by George E. Dunham, in memory of Edwin Baylies.

The Bement Scholarship was established by Albert C. Phillips, Class of 1865.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr., and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Sidney B. Bennett Memorial Scholarship was established on the occasion of its 25th Reunion by the Class of 1967 in memory of Sidney Bennett, Class of 1928, who served as secretary of admission at the College from 1941 to 1971.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The Theodore W. Bossert, Jr. Scholarship was established through a bequest from Theodore W. Bossert, Jr., Class of 1962.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Bradley Family Scholarship was established by Donald D. Bradley, Class of 1928, and his wife, Helen S. Bradley.

The Robert Gustav Braunlich III '55 Memorial Scholarship was established by William E. Braunlich, Class of 1957, in memory of his brother Robert, a member of the Class of 1955.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the board of trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The Dr. Oliver T. Bundy Scholarship was established by The Honorable Charles S. Bundy, Class of 1854, in memory of his father.

The Gilman S. Burke Scholarship was established by Gilman S. Burke, Class of 1954 and a former trustee of the College.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William F. Canough Scholarship was established through a bequest from William F. Canough.

The Carnegie Scholarships were established by Andrew Carnegie in honor of Elihu Root.

The Carter Scholarship was established through a bequest from Laura Carter.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1867 Scholarship was established by Edwin Baldwin and C.C. Rice, both from the Class of 1867, and A.W. Hubbell.

The Class of 1899 Scholarship was established by the Class of 1899.

The Class of 1909 Scholarship was established by numerous donors.

The Class of 1938 Scholarship was established by members of the Class of 1938 on the occasion of their 50th reunion.

The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th reunion.

The John L. Coe Scholarship was established by John L. Coe, Class of 1923.

The Couper Family Scholarship was established by Esther Watrous Couper and augmented by her son, Richard Watrous Couper, Class of 1944, and his wife, Patricia Pogue Couper.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Melville Emory Dayton Scholarship was established by Mrs. M. Dayton in memory of her husband, Class of 1864.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The George and Aurelia M. Dise Fund was established through a bequest from Raymond R. Dise, Class of 1917, in memory of his parents.

The William E. Dodge Scholarship was established by William E. Dodge, Jr.

The Willard B. Eddy, Sr. Scholarship was established by family and friends in memory of Willard B. Eddy, Sr., Class of 1914.

The Dorothy H. Elkins Estate Scholarship was established through a bequest from Dorothy H. Elkins, widow of George W. Elkins, Class of 1931.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the Emerson Foundation, located in Auburn, N.Y.

The Ethel Kelsey Evans Scholarship was established by Anthony H. Evans, Class of 1882, in memory of his wife.

The Howard P. Ferguson Scholarship was established by Mary J. Matthewson.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Robert G. Fisher Memorial Scholarship was established in memory of Robert G. Fisher, Class of 1928, by his family and friends.

The Roswell P. Flower Scholarship was established by The Honorable R.P. Flower.

The Alexander Folsom Scholarship was established by Dr. Darling and Alexander Folsom.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle, Carlyle Fraser, Class of 1917.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Getman Family Scholarship was established to honor William D. Getman, Class of 1938, who was killed in action during WWII, his father, Albert A. Getman '11, and three generations of the Getman family at Hamilton.

The Charles D. Gilfillan Scholarship was established by C. D. Gilfillan.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class 1913, and his wife.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Eleanor F. Green Scholarship was established by John G. Green, a newspaper publisher, in honor of his wife.

The John G. Green Scholarship was established by John G. Green, a newspaper publisher who received an honorary degree from Hamilton in 1958.

The Amos Delos Gridley Scholarship was established through a bequest from Amos Delos Gridley.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former trustee of the College.

The Hawkins Family Scholarship was established by Philip L. Hawkins, Class of 1978, and his wife, Elizabeth Porter Hawkins, Kirkland College Class of 1977.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a trustee of the College.

The Theodore S. Hubbard Scholarship was established by Theodore S. Hubbard.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a late trustee of the College.

The Stephanie Singleton and Lester C. Huested Scholarship was established by Stephanie Singleton Huested, wife of Lester C. Huested, Class of 1929, in honor of Dr. Huested, as well as Mrs. Huested's first husband, Harry H. Singleton.

The James Scholarship was established by D. Willis James.

The Samuel H. Jardin Scholarship was established by Samuel H. Jardin.

The Frode Jensen Scholarship was established by Camille Jensen in memory of her husband, Frode Jensen, a member of the Class of 1933, who came to this country as a boy from Denmark, worked his way through Hamilton and went on to a distinguished career as a physician in New York City.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th reunion in memory of Professor Johnston, who taught English at Hamilton from 1932 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Henry W. King Scholarship was established through a bequest from Aurelia B. King in memory of her husband.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Knox Scholarship was established by John J. Knox.

The Robert William Kremer Memorial Scholarship was established by Mr. and Mrs. Paul W. Kremer, Class of 1959, in memory of Mr. Kremer's brother.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The MacCartee Scholarship was established by Julia J. MacCartee in memory of Dr. Henry Darling.

The Marquand Scholarship was established through a bequest from the Marquand estate.

The John F. Marshall Scholarship was established by John F. Marshall, Class of 1944.

The Charles G. Matteson Memorial Scholarship was established by Charles G. Matteson.

The Reuben Leslie Maynard Scholarship was established through a bequest from Reuben Leslie Maynard.

The George D. Miller Scholarship was established through a bequest from George D. Miller, Class of 1889.

The Hasbrouck Bailey Miller '44 Scholarship was established by Elizabeth W. Miller in memory of her husband, Hasbrouck Bailey Miller, Class of 1944.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher Miner, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Musselman Family Scholarship was established by Francis H. Musselman, Class of 1950, in honor and memory of four generations of the Musselman family, including his father J. Joseph Musselman, Class of 1917.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Ruth and Darwin Pickard Scholarship was established through a bequest from Darwin R. Pickard, Class of 1927.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

The John Michael Provenzano '53 Scholarship was established by Laura Provenzano in honor of her brother, Class of 1953.

The Robert Scott Ramsay, Jr. Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Robert Ramsay, Class of 1959.

The Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their son Roderick Ramsay, Class of 1961.

The Ethel M. and Harold Harper Reed Memorial Scholarship was established through a bequest from Mrs. Reed, wife of Harold H. Reed, Class of 1919.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

The Clara E. Silliman and Laura M. Silliman Scholarships were established by H. B. Silliman in honor of his sisters.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a trustee of the College, and his wife Sandra, in honor of her father, Jack Silverman.

The Andrew and Ora Siuda Scholarship was established by Chester A. Siuda, Class of 1970, and his wife, Joy, in honor of Mr. Siuda's parents.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Kate Hill Soria Scholarship was established through a bequest from Kate Hill Soria, wife of Henry J. Soria, a textile executive.

The Edgar Eginton Stewart, Jr. Memorial Scholarship was established by Edgar Stewart, M.D., in memory of his son.

The Ethel Brownell Stube Scholarship was established through a bequest from Charles F. Stube.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Charles Lafayette and Clare D. Todd Scholarship was established by Clare D. and Charles Lafayette Todd. Mr. Todd, a member of the Class of 1933, taught public speaking at Hamilton from 1959 to 1977, holding the title of Upson Professor of Rhetoric and Oratory during most of that time.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The Marian Phelps Tyler Scholarship was established by M. Phelps Tyler, mother of K. Scott Douglass, Class of 1974.

The J. P. Underwood Scholarship was established by J. Platt Underwood in honor of his grandfather, Class of 1838; his great uncle, Class of 1843; and his father, Class of 1870.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Miles Hodsdon Vernon Foundation Scholarship, established by the Miles Hodsdon Vernon Foundation, is made available to the College annually.

The William D. Walcott Scholarship was established through a bequest from William D. Walcott.

The Henry Wales Scholarship was established by Wales Buel in memory of his uncle, Class of 1820.

The Edward C. Walker III Scholarship was established by Edward C. Walker, Class of 1912.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former trustee of the College.

The Weeden Family Scholarship was established by Dr. G. Roger Weeden, Jr., Class of 1939.

The John Henry Wells Scholarship was established by John B. Wells in memory of his son, who died in 1865.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate, Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Leroy Williams Scholarship was established through a bequest from Leroy Williams, Class of 1889.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters, S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

The Jansen Woods Scholarship was established through a bequest from William Jansen Woods.

The Alexander Woollcott Memorial Scholarship was established from the proceeds of a concert held in New York City's Town Hall on March 5, 1973.

Special Scholarships

With few exceptions, special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas

Arizona
The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

California
The William Deloss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

Central Plains
The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

Illinois
The Illinois Scholarship Foundation Fund was established by the Scholarship Fund Foundation of Chicago. The fund supports scholarships for students with need. Preference is given to students from Illinois, with first preference given to students from the greater Chicago area.

Maine
The Emmons Family Scholarship is awarded with first preference given to students demonstrating financial need from the state of Maine.

Mid-Atlantic and New England States
The Linda D. and Albert M. Hartig Scholarship, established by Albert M. Hartig, Class of 1942, and his wife, is awarded to a student from the Mid-Atlantic or New England states.

Midwest States
The Pattie and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Midwest.

The Caldwell Family Scholarship, established by Clarice H. and H. Van Yorx Caldwell, Jr., Class of 1940, is awarded with preference given to students from the Midwest.

Minnesota
The Ann and Russell McLean Scholarship was established in memory of Ann and C. Russell McLean, Class of 1943. The scholarship is awarded annually to entering Hamilton students demonstrating financial need and leadership capabilities, with first preference given to students from Minnesota.

New Jersey

The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California and Illinois.

New York

The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren and Washington counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who have attended schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica and West Winfield, N.Y.; and finally to members of the Emerson Literary Society who have financial need.

The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Charles T. Beeching, Jr. Scholarship was established by the law firm of Bond, Schoeneck and King, L.L.P., to honor the memory of Charles T. Beeching, Jr., Class of 1952, who had a distinguished career with that firm from 1962 until 1998. The scholarship is awarded to students demonstrating financial need, with preference given to students from Central New York.

The John H. Behr Scholarship, established through a gift of Mr. Behr, Class of 1934, is awarded for up to four years, with preference given to students matriculating from the ABC program sponsored by the Clinton community.

The Robert S. Bloomer Scholarship was established by Robert S. Bloomer, Jr., Class of 1950, and his mother, Mrs. Robert S. Bloomer, Sr. It is awarded to students demonstrating financial need, with preference given to students from Newark High School in Newark, N.Y.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County, and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, N.Y.; second to a resident of Chenango County; and third to a resident of New York State.

The Christine C. Carey Memorial Scholarship was established by James J. Carey, Class of 1971, in memory of his wife, a long-time friend of the College. It is awarded with first preference given to students from Lansingburgh High School in Troy, N.Y. Second preference will be given to students from the surrounding New York counties of Rensselaer, Schenectady and Albany.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The CORKS Scholarship, established by the Confrerie of Retired Kindred Spirits, an informal organization of retired Syracuse, N.Y., area businessmen, is awarded with preference given to students from the greater Syracuse area.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded to students from Oneonta (N.Y.) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (N.Y.) Central High School and Prescott (Ariz.) High School.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy (now Proctor High School), Utica, N.Y.

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne and Yates counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (N.Y.) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (N.Y.) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, N.Y.

The Henry W. Harding Memorial Scholarship, established by family and friends in memory of Henry Harding, Class of 1934, is awarded to a graduate of a public high school in Oneida County, N.Y.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Onondaga, Oswego and Seneca counties, N.Y.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It is awarded with preference given to graduates of schools of Seneca Falls, New York.

The William Randolph Hearst Scholarship, established by The Hearst Foundation, is awarded to economically disadvantaged students, with preference given to students from New York State.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, N.Y.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company, and second to a resident of Chenango County, N.Y.

The C. Christine Johnson HEOP/Scholars Fund was established in 2001 by C. Christine Johnson and by alumni, students and friends of Hamilton's Higher Education Opportunity/Scholars Program upon the occasion of Christine's 30th anniversary with the program. It provides scholarship support to HEOP/Scholars Program students.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, N.Y.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family, and second to a student from Camden in Oneida County, N.Y.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving students from Oneida County, N.Y., who have demonstrated outstanding academic achievement and athletic ability.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951 and a trustee of the College, and his wife, is awarded to first-year students who have demonstrated leadership, strong academic performance and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, N.Y., area, and is renewable for the sophomore, junior and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, N.Y., who exhibit a combination of academic, athletic and extracurricular promise.

The New York City Special Scholarship, established in 1990 by a challenge grant and by matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Frank and Mary Lou Owens Scholarship, established by Charter Trustee Amy Owens Goodfriend, Class of 1982, is named in honor of her parents and is awarded with preference given to students from Clinton, N.Y., or the Mohawk Valley.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Olive S. Quackenbush Scholarship was established through the bequest of Olive S. Quackenbush, a friend of the College. The scholarship is awarded to students from the greater Utica, N.Y., area who demonstrate financial need.

The Regan Family Scholarship, established in 2002 by R. Christopher Regan, Class of 1977, and his wife, Leslie Conway Regan, Class of 1979, and his brother, Peter M. Regan, Class of 1975, and his wife, Aviva Schneider, Kirkland College Class of 1976, is awarded to students demonstrating financial need, with preference given to students from Upstate New York.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student, Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school or its successor institution.

The Romano Entrepreneurs Fund, established in 1999 by Utica businessman F. Eugene Romano, Class of 1949, in honor of his 50th reunion, provides scholarship support to Hamilton students from the Greater Utica/Mohawk Valley area who are interested in becoming entrepreneurs and in living and working in the Utica area after graduation.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, N.Y., and Pasadena, Calif.

The Andrew C. Scala Scholarship, established by Robert A. Scala, Class of 1953, in memory of his father, is awarded with preference given to a deserving student of Italian descent from Upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a life trustee of the College, are awarded to first-year students of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, N.Y., area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome (N.Y.) Free Academy; second to students from the City of Rome or Oneida County; and finally to students from Central New York.

The 3rd Battalion, 26th Marines Scholarship, established through a gift from Col. Kurt L. Hoch, USMC (Ret.), a member of the Class of 1944, is awarded to rising sophomore, junior or senior students demonstrating financial need and strong leadership skills either through involvement in campus or community activities with preference given to students from Herkimer, Lewis, Madison or Oneida (N.Y.) counties who have an honorable familial background in the U.S. Marines Corps.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, N.Y.

The Dale P. Williams '49 Family Scholarship was established by Dale P. Williams, Class of 1949, and his wife, Mary Lou, along with their children, Mitchell R. Williams, Class of 1978, and Suzanne Williams Vary, Class of 1982, and other family members and friends. Preference is given to students from Oneida, Herkimer and Lewis counties, New York.

The Jack and Lynda A. Withiam Scholarship, established by Jack Withiam, Jr., Class of 1971, and his wife, is awarded with preference given to graduates of Horseheads (N.Y.) High School.

The Women's Christian Association of Utica Scholarship, established by the association, provides awards to female students. Preference is given to residents of Oneida County, N.Y.

North Carolina

The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory of his wife, is awarded to students from the state of North Carolina.

Ohio

The Kessler Family Scholarship, established by John W. and Charlotte P. Kessler, parents of Jane Kessler Lennox, Class of 1992, is awarded to students demonstrating financial need with preference given to those from northeastern Ohio, including the greater Columbus area.

The Tunnicliffe Scholarships are available first to students from northwestern Ohio, and second to any student who qualifies for financial aid.

Oklahoma
The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

South Carolina
The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

Texas
The Bacot, Gunn, Kempf Family Scholarship was established by J. Carter Bacot, Class of 1955 and chair emeritus of the Hamilton College board of trustees. The Bank of New York also made a generous gift to the fund in honor of Mr. Bacot, who served for many years as its chairman and chief executive officer. The scholarship is awarded to students from South Carolina, Oklahoma, Texas and Essex County, N.Y.

The Elizabeth J. McCormack Scholarships were established by a grant from the Brown Foundation in honor of Elizabeth J. McCormack, a life trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Western States
The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin
The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

International
Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Russell T. Blackwood Scholarship was established by Jaime E. Yordán, a member of the Class of 1971 and a trustee of the College, in honor of Russell T. Blackwood, Hamilton's John Stewart Kennedy Professor of Philosophy, Emeritus. A complementary fund to The Arnold L. Raphel Memorial Scholarship for female students from Pakistan, this scholarship is awarded with preference to male students from that country.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former trustee of the College, and is awarded to foreign students enrolled at the College.

The Charlotte Perrins Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a female student from the British Isles.

The Howard F. Comrie Scholarship, established by the will of Mr. Comrie, Class of 1922, is awarded with preference given to a male student from the British Isles.

The Howard and Charlotte Comrie Scholarship, established through the Charlotte Comrie Trust, is awarded with preference given to a student of Greek nationality or origin who is a graduate of Athens College in Greece.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to female students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Mass., is awarded to minority students.

The Alpha Delta Phi Fraternity Scholarship was established by the Hamilton College chapter of the Alpha Delta Phi fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The Robert P. Bagg, Sr. '12 Scholarship was established by Dr. Richard C. Bagg, Class of 1944, in memory of his father, Robert P. Bagg, Sr., member of the Class of 1912 and a trustee of the College. The scholarship is awarded with preference given to students who display leadership, creativity and determination in the classroom and in extracurricular activities.

The Bates Family Scholarship, established by Janet M. Bates in honor of her late husband, George P. Bates, Class of 1936, and his brother, John H. Bates, Class of 1936, who was killed in action during World War II, is awarded with preference given to Hamilton students in their junior and senior years who plan to pursue a career in medicine.

The Andrew W. Begley Scholarship was established in memory of Andrew W. Begley, Class of 1999, by his family and friends. The scholarship is awarded to a rising junior or rising senior majoring in economics who demonstrates financial need.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Seymour Bernstein Scholarship was established by Richard Bernstein, Class of 1980, in honor of his father, Seymour Bernstein. The scholarship is awarded with preference given to minority students studying chemistry or science.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter, Nancy Bissell Turpin, is awarded to an outstanding first-year student who intends to concentrate in a discipline within the sciences.

The Wayland P. Blood Family Scholarship, established by the Blood family and their friends in honor of Wayland P. Blood, Class of 1914, is awarded with preference given to students with a broad range of interests both inside and outside the classroom.

The Donald E. Burns Delta Kappa Epsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Kappa Epsilon fraternity and will be used solely for students who are members, or descendants of alumni who were members, of that fraternity.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Mac Bristol Scholarship, established in honor of William M. Bristol III, Class of 1943 and chairman of the board of trustees from 1977 to 1990, is awarded to that sophomore who is a strong student, an active participant in the classroom, a varsity athlete and who possesses high ideals and demonstrates community leadership.

The William M. Bristol, Jr. Scholarships, established through the bequest of William M. Bristol, Jr., Class of 1917, are awarded to entering students who have strong academic records and have demonstrated their proficiency in oral and written communication and their commitment to citizenship. The grants are renewable.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry to be designated by the pastor and the session of the First Presbyterian Church of Utica, N.Y., or by the College.

The Florence and Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Minority Scholarship was established on the occasion of the 10th reunion of the class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The Class of 1994 Scholarship was established by the Class of 1994 on the occasion of its commencement. It is awarded to a rising senior to reduce the recipient's debts.

The 1st Lt. Michael J. Cleary '03 Scholarship was established in 2006 in memory of 1st Lt. Michael J. Cleary, Class of 2003, by his family and friends. 1st Lt. Cleary died in December 2005 while in the service of his country in Iraq. This scholarship will be awarded to students who demonstrate the highest qualities of citizenship, commitment and spirit of service to Hamilton and the greater community, with preference given to students who are the sons or daughters of an individual injured or killed in the service of their country.

The Earl C. Cline Scholarship, established by family members in memory of Earl C. Cline, Class of 1956, is awarded to students who demonstrate high moral values.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Robert E. Cook Scholarship Fund was established by Camberly G. Cook, Class of 1991, and Duncan S. Routh, Class of 1990, in honor of Ms. Cook's father. This scholarship provides support to students demonstrating financial need. Preference is given to first-generation college students.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Sean C. Delaney Scholarship, established by friends and classmates of Sean C. Delaney, Class of 1980, is awarded with preference given to a rising sophomore who demonstrates campus citizenship, positive influence on others and intellectual passion.

The Delta Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Delta Upsilon fraternity. Preference is given to students who are members, or to descendants of alumni who were members, of that fraternity.

The Edwin W. Dixon, Mary E. Dixon, Julia D. Comstock, Helen B. Comstock and Doane C. Comstock Scholarship was established by Doane Comstock, a member of the Class of 1927, and his wife Helen Brancati Comstock. It is awarded to students at Hamilton College who are U.S. citizens, and who have demonstrated outstanding scholastic ability as well as a need for financial assistance.

The Doremus Scholarship Fund, established by Dr. William Doremus, Class of 1942, is awarded with preference given to students displaying a high degree of integrity and honesty, and who contribute to the Hamilton community outside of the classroom.

The Ned Doyle Freshman Scholarship was established by Ned Doyle, Class of 1924. It is awarded annually to a first-year student. Among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The James Taylor Dunn Scholarship, established by James Taylor Dunn, Class of 1936, to honor James W. Taylor, Class of 1838, is awarded with preference given to students in the liberal arts who are in need of scholarship assistance and whose academic performances have earned them places on the Dean's List.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The Emerson Literary Society Scholarship was established at Hamilton College by the Emerson Literary Society. Preference is given to students who are members, or descendants of alumni who were members, of that society.

The Henry C. Estrabrook Scholarship, established through a distribution from the trust of Louise Pike, is awarded with preference given to students studying biology or Latin.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character and salutary influence on the life of the College.

The Douw Henry Fonda Memorial Scholarship in Journalism, established through a bequest from Jane Fonda Randolph in memory of her brother, Douw H. Fonda, Class of 1931, is awarded to students who have distinguished themselves as writers and who are considering a career in journalism.

The Qijia Fu '96 Memorial Scholarship was established in memory of Qijia Fu, Class of 1996, by his family and friends. It is awarded to students demonstrating financial need, with preference given to students who study physics, who are dedicated to the pursuit of truths in science and who are modest, sincere and always ready to help others.

The Dr. Joe and Ann Gadbaw Family Scholarship was established by Dr. Joseph J. Gadbaw, Class of 1939. It is awarded to students demonstrating financial need, with preference given to those following a pre-medical course of study.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Doris M. and Ralph E. Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, and his wife, Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Edith Hale Harkness Scholarship, established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded with preference given to students in the performing arts.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr. in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the classical languages, American history or English.

The Anthony and Lilas Hoogkamp Scholarship, established by Gregory T. Hoogkamp, Class of 1982, in honor of his parents, is awarded with preference given first to the son or daughter of a New York State police officer.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the society and who satisfies the College's regular requirements for financial aid.

The Clara B. Kennedy Scholarships, established by Karen A. and Kevin W. Kennedy, Class of 1970, in honor of Mr. Kennedy's mother, are awarded with preference given to entering minority students who show promise in terms of their ability to contribute to academic and campus life at Hamilton. The scholarships are renewable.

The Karen A. Kennedy, M.D. Scholarship, established in her honor by her husband, Kevin W. Kennedy, Class of 1970, is awarded with preference to students who intend to go to medical school and who show compassion for members of the Hamilton community.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The A.G. and Margaret Lafley Scholarship, established by A.G. Lafley, Class of 1969, and his wife, Margaret, is awarded to students whose academic work includes an emphasis on globalization across the curriculum. Preference is given to students who participate in Hamilton's New York City or Washington, D.C., semesters, (or similar domestic off-campus study programs) and a Hamilton-approved study-abroad program.

The Leavenworth Scholarship, established by Elias W. Leavenworth in 1882, is awarded to students with the name of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to talented undergraduates who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, for a senior in the Emerson Literary Society. If awarded to a senior, it is intended for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The William and Ethel Marran Scholarship, established by Mr. and Mrs. William R. Marran, is awarded to a woman minority student in memory of Leah Webson, Class of 1986.

The David E. Mason Scholarship, established by David E. Mason, Class of 1961, is awarded to a member of Alpha Delta Phi.

The Arturo Domenico Massolo Memorial Scholarship was established by Arthur J. Massolo, Class of 1964, and his wife, Karen, in memory of Mr. Massolo's grandfather. It is awarded with preference given first to a LINK student from Chicago; if there is no LINK

student at Hamilton, it is awarded to an African-American student from Chicago; if there is no such student, it may be awarded to any other African-American student at the College.

The John P. and Marguerite McMaster Scholarship, established through a bequest from the estate of Marguerite McMaster, is awarded with preference given to students intending to pursue a career in sociology.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

The Morgan Family Fund, established by Susannah Morgan, Kirkland College Class of 1972, and her husband, James A. Morgan, Jr., Class of 1971, provides financial support (either through scholarships or tutorials) to students with learning challenges.

The Lance R. Odden Scholarship was established in honor of Lance R. Odden, headmaster of the Taft School in Watertown, Conn., by George F. Little II, Class of 1971. It is awarded to graduates of the Taft School who clearly demonstrated academic excellence and leadership capabilities while attending that institution.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the faculty, standing among peers and contribution to the extracurricular life of the College.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity and determination in the classroom and in extracurricular activities.

The Psi Upsilon Fraternity Scholarship was established by the Hamilton College chapter of the Psi Upsilon fraternity. Preference is given to students who are members, or descendants of alumni who were members, of that fraternity.

The Jules L. Rubinson Memorial Scholarship, established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year, have been identified by the faculty as strong candidates for medical school and who are in need of scholarship assistance.

The Norman F. Ruhle Scholarship was established by Muriel Ruhle, wife of Norman F. Ruhle, Class of 1937, in Mr. Ruhle's memory and on the occasion of the 60th reunion of the Class of 1937. It is awarded with preference given to juniors or seniors who demonstrate superior academic records and outstanding character, and who are majoring in history, government, foreign affairs or related subjects.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the first-year class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.) 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Howard J. Schneider, M.D. Scholarship, established in honor of Howard J. Schneider, Class of 1960, is awarded to a student excelling in science who also has a participant interest in sports at Hamilton.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The Scurci Family Scholarship, established in 2004, is awarded to students demonstrating financial need, with preference given to those with a broad range of interests inside and outside the classroom.

The September 11th Scholarship Fund at Hamilton College was established in 2001 by a lead gift from Hamilton Trustee Stephen I. Sadove, Class of 1973, along with hundreds of gifts from alumni, parents and friends, to honor the memory of Sylvia San Pio Resta, Class of 1995, Arthur J. Jones III, Class of 1984, and Adam J. Lewis, Class of 1987 — Hamilton alumni who tragically lost their lives during the Sept. 11, 2001, terrorist attacks on America. The scholarship is awarded based on financial need in the following order of preference: first, to students who are direct descendants of those alumni listed above; second, to students who are direct descendants of any other victim of the September 11th attacks; third, to students who are the direct descendants of victims of future national calamities; fourth, to students who have lost a parent for any reason.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, 1875 or 1876; second to a student from the West Coast; and third at the discretion of the College.

The Margaret and Herman Sokol Scholarship was established by Margaret M. Sokol, a friend of the College, to honor the memory of her husband, Herman Sokol, who held a Ph.D. from New York University in organic chemistry and had a distinguished career with Bristol-Myers Squibb. The scholarship is awarded to students demonstrating financial need, with preference given to students studying chemistry.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The A. Waldron Stone Scholarship was established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, and is awarded to juniors and seniors who are majoring in geology or English.

The James Aloysius Stover Scholarship for Adirondack Adventure Fund was established in 2004 in memory of James, son of Susan Anderson, Class of 1987, and Keith Stover, Class of 1984, by his family and friends to provide support to first-year students with demonstrated financial need who wish to participate in the Adirondack Adventure Program.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Eugene M. Tobin Scholarship honors Hamilton's 18th president for his 23 years of dedicated service to the College community, including 10 years as president. Initiated by President Tobin's family, the scholarship is awarded to students with an interest in and aptitude for the study of history, as well as demonstrated leadership and problem-solving abilities.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to first-year students who have demonstrated leadership qualities in secondary school and who are identified by the Admission Committee as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior and senior year, depending upon student performance.

The Richard J. and Jean F. Valone Scholarship, established by Dr. Valone, Class of 1943, and his wife, Jean, is awarded with preference given to students who are planning a career in medicine.

The Henry B. Watkins Scholarship was established by the Watkins family, including Robert R. Watkins, Class of 1879, Henry B. Watkins, Class of 1912, and Henry B. Watkins III, Class of 1973. It is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Kenneth J. Watkins '25 Scholarship was established by Russel A. Bantham, Jr., Class of 1963, and his wife, Ann Watkins Bantham, to honor the memory of Mrs. Bantham's father, Kenneth J. Watkins, Class of 1925. Mr. Watkins was a loyal and dedicated alumnus who built his career teaching science at Utica Free Academy in Utica, N.Y. The scholarship is awarded to students demonstrating financial need, with preference given first to students majoring in biochemistry, second to those majoring in chemistry and third to those majoring in one of the natural sciences.

The Michael S. White Scholarship was established in his memory by friends of Michael S. White, Class of 1972. It is awarded in recognition of campus citizenship, school spirit, sensitivity to and positive influence on others, camaraderie and a sense of fun.

The Ashley McLean-Brown Wilberding Scholarship was established by Mr. and Mrs. Stephen Van C. Wilberding in honor of their daughter, Ashley Wilberding, Class of 1994. It is awarded to a student who has demonstrated interest in foreign languages and who has participated in women's athletics. Preference is given to a student who has made a significant contribution to women's ice hockey at Hamilton.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Lawrence A. Wood '25 Memorial Scholarship was established by Margaret Buoy Wood in memory of her husband, Lawrence A. Wood, a member of the Class of 1925. It is awarded with preference given to students studying physics.

The Kirkland Endowment
The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son, and provides scholarships with preference given to women from the Syracuse, N.Y., area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland boards of trustees.

The Lillia Babbitt Hyde Scholarship provides scholarships with preference given to women from the New York City area.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

Prize scholarships are awarded either in the fall or in the spring on Class and Charter Day.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides three prize scholarships. One is awarded annually to the holder of a regular scholarship in each of the sophomore, junior and senior classes who, in the preceding year, has achieved the best record in college coursework.

The Robert A. Bankert, Jr. Prize Scholarship was established in 1970 in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages and sports; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to a rising sophomore, junior or senior music student who is an outstanding performer, composer, scholar or leader in music and who participates actively in sports.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former chairman of the board of trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who is an outstanding student and has demonstrated strong athletic ability. The recipient should also have demonstrated a capacity for campus leadership. The scholarship may be renewed for the junior and senior years.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer and who maintains a minimum average of 85.

The Class of 2003 Memorial Prize Scholarship, established by the Class of 2003 in memory of their classmates and friends Jared Good, Matthew Houlihan and Christopher Kern, is awarded at the end of the sophomore year to that individual who exemplifies the true characteristics of a Hamiltonian as demonstrated by Jared, Matt and Chris.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942, and a professor of German at Hamilton from 1959 to 1983, is awarded to a student concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, is awarded to a member of the junior class on the varsity track team who, by a vote of teammates, is selected as the individual possessing outstanding qualities of leadership and character.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Classics Department and who has achieved a distinguished record in those courses.

The Captain Gerald FitzGerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately 10 students at the end of their first year in recognition of academic achievement, character and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements.

The Dirvin Family Prize Scholarship, established by Gerald V. Dirvin, Class of 1959 and a trustee of the College, and his wife, Polly, is awarded to one or more students who have completed the first year, who have demonstrated academic excellence and who have participated in athletics at Hamilton.

The Ned Doyle Prize Scholarships, established in 1975 by Ned Doyle, Class of 1924, are awarded to an upcoming sophomore, junior and senior, each of whom has made significant contributions to the College's athletic program.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, Class of 1871, is awarded to a senior who has excelled in the study of German and who elects an advanced course in that subject during the senior year.

The Milton F. Fillius, Jr./Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton and who is likely to make a significant contribution to society in the future.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character and salutary influence on the life of the College.

The Donald A. Hamilton Prize Scholarship, established by the family and friends of Mr. Hamilton, Class of 1924, is awarded to a junior who has displayed leadership, creativity and determination in the classroom and in extracurricular activities, and who has made exceptional academic improvement in the previous year.

The Ann Miller Harden Prize Scholarship, established in memory of Ann Miller Harden in 1993 by her husband and Hamilton College Trustee David E. Harden, Class of 1948, is awarded to the outstanding woman painter at the end of her sophomore year. Additional special scholarships may also be awarded, upon recommendation of the Art Department faculty, to studio art students demonstrating exceptional promise.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences, general academic standing and financial need.

The Matthew Houlihan Prize Scholarship, made possible by an annual gift from the Matthew Houlihan Foundation, was established in 2002 in memory of Matthew Houlihan, Class of 2003. It is awarded to a rising senior who demonstrates solid academic achievement (minimum 3.0 GPA), strong extracurricular involvement, a loyal commitment to classmates, exemplary school citizenship and unselfish devotion to Hamilton.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Grant Keehn Prize Scholarship, established by family and friends in memory of Grant Keehn, Class of 1921, a distinguished businessman and former chairman of the board of trustees, is awarded after the first year to one or two students who have

demonstrated notably strong characteristics of leadership and who are in good academic standing. Preference is given to minority students.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a life trustee of the College, and his wife, Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Kirkland Alumnae Prize Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity and ingenuity, and who has the ability to achieve objectives through self-directed academic and nonacademic pursuits.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, provides a prize scholarship to that Hamilton student who is judged to be the outstanding woman athlete from any of the four classes.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890, and the Upson Professor of Rhetoric and Oratory from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Willard Bostwick Marsh Prize Scholarships, established by Willard B. Marsh, Class of 1912, in memory of President Melancthon Woolsey Stryker, Class of 1872, are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Michael Maslyn '01 Memorial Prize Scholarship, established by the Class of 2001 (through their Senior Class Gift) in memory of their classmate, Michael Maslyn, is awarded at the end of the junior year to that individual who demonstrates exceptional class spirit.

The Carl B. Menges Prize Scholarship in College Governance was established in 2000 by John D. Phillips, Jr., Class of 1969, in honor of Hamilton Trustee Carl B. Menges, Class of 1951. This scholarship is awarded to a junior or senior who writes the best essay on any significant aspect of college governance, broadly defined to include academic, administration, admissions, alumni, building and grounds, endowment, finance, student life and trustee issues.

The Marcel Moraud Memorial Prize Scholarship, established by family and friends in memory of Professor Moraud, who taught French at Hamilton from 1951 to 1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character and a sense of humor.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid and campus citizenship.

The Oren Root, Jr. Prize Scholarships, established by friends of Professor Root, who taught mathematics at Hamilton from 1860 to 1862 and again from 1880 to 1907, are awarded to the two juniors who have the best records in mathematics during the first and second years and who continue that subject through the junior year.

The Jenny Rubin Memorial Prize Scholarship, established by friends in memory of Jennifer Lynn Rubin, Class of 1983, is awarded to that senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by his family and friends in memory of William J. Schickler III, Class of 1982, is awarded to an upcoming junior who demonstrates good academic performance, financial need, enthusiasm for life and is a dedicated participant in extracurricular activities.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.) 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to the senior who has stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference is given to candidates who entered Hamilton as first-year students with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is awarded to a rising sophomore who has achieved academic excellence, has need for scholarship aid and who has enrolled for at least one course in the Classics Department.

The Frederick Reese Wagner Prize Scholarship in English, established by former students and others in honor of Professor Wagner, who taught English at Hamilton from 1969 to 1995, is awarded for excellence in the study of English literature.

The Sam Welsch Memorial Prize Scholarship in Computer Science, established in memory of Sam Welsch by Jason Fischbach, Class of 1994, and his parents, is awarded to a student who excels in and shows enthusiasm for the study of computer science. The award is not limited to computer science concentrators.

The Sidney and Eleanor Wertimer Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., honor Sidney and Eleanor Wertimer for their dedication to Hamilton and its students. The prize scholarships are awarded to up to five juniors who have excelled in the study of economics.

The Lawrence K. Yourtee Prize Scholarship, established by friends and former students in honor of Professor Yourtee, who taught chemistry at Hamilton from 1948 to 1982, is awarded to the student who has shown the greatest improvement in general chemistry in the first year.

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a divinity school.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only president of Kirkland College, is awarded to the female graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The William M. Bristol, Jr. Fellowship for International Travel began in 1996 as part of a gift to Hamilton College by William M. Bristol, Jr., Class of 1917. Created by his family, this fellowship is designed to encourage Hamilton students to experience the richness of the world by living outside the United States while pursuing a project of deep personal interest.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.) 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

Hamilton College Fellowship at Vanderbilt Law School, established by the Stephen J. Weaver Foundation and by James W. Coupe, Class of 1971, provides fellowships to Hamilton graduates who matriculate at Vanderbilt University Law School. Preference will be given to first-year law students. Recipients may be reappointed for subsequent years.

The George Watson's College, Edinburgh, Scotland, Teaching Assistantship was established as an exchange between George Watson's and Hamilton to provide a recent graduate with a comprehensive teaching opportunity.

The Hamilton Fellow at George Watson's College in Edinburgh, Scotland, serves as an internship in teaching, extracurricular activities and dormitory counseling.

The Franklin D. Locke Fellowship was established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Henry M. Love Fellowship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is at the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching or theology.

The Elihu Root Fellowships, established in 1894 by Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Internships

Internships are awarded to support student research projects during the academic year or over the summer.

The Joseph F. Anderson '44 Internship Fund provides stipends to support full-time internships for students wishing to expand their educational horizons in preparation for potential careers after graduation. Internships need not be limited to the student's proposed or declared area of concentration.

The Bristol-Myers Squibb Fellowship Program, made possible through grants from the Bristol-Myers Squibb Foundation, provides support for students engaged in summer research projects.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin Casstevens, Class of 1980 and Michael Casstevens, Class of 1991, to support students working on special research projects.

The Class of 2006 Internship Fund provides support for expenses associated with full-time, unpaid summer student internships, including, but not limited to, related transportation, room and/or board expenses.

The General Electric Fellowship Program for Minority Science Student Research, made possible through a grant from the General Electric Foundation, provides support for minority students conducting scientific research during the summer.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a life trustee of the College, provides support for science students conducting research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students pursuing independent summer research projects.

The Jeffrey Fund Science Internship supports stipends for off-campus student internships in the sciences and/or on-campus faculty-student collaborative research projects in the sciences.

The Monica Odening Student Internship and Research Fund in Mathematics, established by Life Trustee William M. Bristol, III '43 in honor of his granddaughter, Monica Hastings Lee Odening, Class of 2005, provides support for directed student internships in mathematics and student-faculty collaborative research in mathematics.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a professor of geology at Hamilton, provides support for undergraduates pursuing geological field research. Preference is given to summer field research projects.

The Summer Internship Support Fund, established by John G. Rice, Class of 1978, provides grants to cover out-of-pocket expenses, including housing and travel, associated with both paid and unpaid student summer internship opportunities at profit and not-for-profit organizations.

The Steven Daniel Smallen Memorial Fund for Student Creativity, established by Ann and David Smallen in memory of their son, Steven, encourages student creativity by providing funds for projects displaying some, or all, of the characteristics of originality, expressiveness and imagination.

The Sergei S. Zlinkoff Student Medical Research Fund, established by the Sergei S. Zlinkoff Fund for Medical Education, provides research support for pre-medical students or for students engaged in research related to the field of medicine.

Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the College community or personal character. Prizes are awarded in the fall, in the spring on Class and Charter Day, and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or no candidate's entry of sufficient merit.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, Class of 1857, is awarded to that member of the first-year class who has the best academic record.

The Frederick Edmund Alexis Bush Award is awarded each year to a member of the Student Assembly who is a great leader, a devoted representative to his/her class, and a hard worker — an individual who follows through and ensures greatness.

The G. Harvey Cameron Memorial Prize, established by family, friends and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that first-year student or sophomore who shows the most promise in experimental physics.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Arthur O. Eve Prize is awarded annually to the graduating senior in the Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one or two years of Latin, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown an unusual interest in photography.

The Francis W. Gilbert Prize was established by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. It provides a cash award to that sophomore who, in the opinion of the dean of students, has shown the greatest scholastic improvement in the spring term of the first year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The David J. Gray Prize in Sociology is awarded to the outstanding senior concentrator in in honor and memory of Professor Gray.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted

to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Hamilton College Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque with the student's name inscribed thereon.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr., in memory of their son, Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Constantine Karamanlis Prize in World Politics was established by Constantine Karamanlis, Class of 1998, and his family. The prize honors the memory of Mr. Karamanlis' uncle, the former President of Greece, Constantine Karamanlis. The prize is awarded to the outstanding senior concentrator in world politics.

The Kirkland Prize, established by Abigail R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Leo Mackta Prize in Physics, established in honor of Dr. Leo Mackta by his daughter, Betsy Mackta Scott, Kirkland College Class of 1972, and her husband, Thomas J. Scott, Jr., is awarded to a student who excels in applied physics.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of psychology.

The Jeremy T. Medina Prize is awarded to a freshman or sophomore who has demonstrated outstanding academic excellence and has been accepted into the subsequent year's Hamilton College Academic Year in Spain Program.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of Professor Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 to 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in geosciences field work.

The Phi Beta Kappa Book Prizes were established by an alumnus and his wife to recognize and to encourage students who have completed their first year at Hamilton and are likely to become eventual candidates for election to Phi Beta Kappa. The prizes are awarded to the 10 students who have the highest grade point averages at the conclusion of their first year of study.

The Walter Pilkington Memorial Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Prizes for Excellence in Chinese Language and Literature were established by Hong Gang Jin and De Bao Xu, both of whom are professors in the East Asian Languages and Literature Program at Hamilton. Two prizes are awarded each year: one for excellence at the introductory level of study, and one for excellence at the advanced level.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, N.Y., and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class appointed by the faculty and provides a scholarship for the study of biology during the summer.

The Jack B. Riffle Awards for Senior Athletes were established by alumni and friends of Jack B. Riffle, Class of 1950 and a trustee of the College from 1979 to 1986. They are awarded to an outstanding male and an outstanding female athlete in the senior class who, in the judgment of the director of athletics, also demonstrate the highest ideals of competitive sports.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geosciences and excelling in the courses in that concentration.

The Alfred J. and A. Barrett Seaman Prizes in Interdisciplinary Writing were established in 2001 by A. Barrett Seaman, Class of 1967 and a trustee of the College, and by his father, Alfred J. Seaman, Jr. Recipients must be Sophomore Seminar students who demonstrate excellence in writing, richness and clarity of interdisciplinary thinking, and the ability to effectively communicate to a wide audience.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in biochemistry/molecular biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance is awarded to the outstanding senior concentrator in dance.

The Senior Prize in Economics is awarded to the outstanding senior concentrator in economics.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Neuroscience is awarded to the outstanding senior concentrator in neuroscience.

The Senior Prize in Theatre is awarded to the outstanding senior concentrator in theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a romance language.

The Rusty Smith Memorial Teaching Prize in Computer Science, established in memory of Russell G. Smith III, Class of 1995, is awarded to that concentrator selected as being most committed to helping other students of computer science through shared learning. The recipient receives the designation of head departmental teaching assistant.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded annually to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tarbell Book Prize in Organic Chemistry is awarded to that student who has just completed organic chemistry with distinction, demonstrated high aptitude for the subject matter and evinced strong interest in organic chemistry.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, and increased by J. Platt Underwood, Class of 1870. It is awarded to a senior who excels in chemistry.

The John Lovell Watters Prize, established in memory of John L. Watters, Class of 1962, is awarded to a graduating senior who has demonstrated excellence in French and who has made significant contributions to the intercollegiate athletic program.

The Michael S. White Prize was established in memory of Michael S. White, Class of 1972, by Mr. and Mrs. John F. White, his parents. The prize, an engraved plaque, is awarded to two graduating seniors — one each from both the men's and women's ice hockey teams — in recognition of team spirit, leadership and integrity.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded annually to the student who, beginning Greek in college, has the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, Class of 1862, is awarded to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, Class of 1862, is awarded to the member of the first-year class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, Class of 1862, is awarded to the member of the junior class attaining the greatest proficiency in romance languages while in college.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by coursework and an essay.

Public Speaking Prizes

The Clark Prize, established by Aaron Clark and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to four students, one in each class, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Excellence in Public Discourse and Advocacy was originally established by his son, Warren Wright, with its legacy furthered by his grandson, Scott Wright, Class of 1975. The prize is awarded to a junior or senior who has demonstrated excellence in these areas within the academic environment.

The Warren E. Wright Prize in Public Speaking, established by Robert S. Ludwig, Class of 1972 in honor of Warren E. Wright, the Upson Professor of Rhetoric and Oratory from 1977 to 1993, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for First-Year Students, established by Walter I. Kass, Class of 1978, in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the first-year class.

The Doris M and Ralph E. Hansmann Poetry Prize is awarded in honor of Ralph, Class of 1940, and his wife, Doris, each year by the Academy of American Poets. This prize is based upon the results of a competition involving 10 selected colleges.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations or literature of the Bible.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1932 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore and first-year student, each of whom has excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Dwight N. Lindley Prize, established in honor of Dwight N. Lindley, Class of 1942 and a professor of English at Hamilton from 1952 to 1986, provides an award for the best essay written during the academic year in English 150 or an entry-level course in English-language literature.

The Jeffrey P. Mass Prize in Japanese History, established in 2002 by Rosa W. Mass in honor of her husband, Jeffrey P. Mass, Class of 1962, is awarded to the student writing the best essay on the subject of Japanese history.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The William Rosenfeld Chapbook Prize in Creative Writing was established in honor of William Rosenfeld, a member of the faculty from 1969 to 1995, who directed the programs in creative writing at both Kirkland and Hamilton colleges. Awarded annually to a graduating senior whose portfolio of poetry, prose fiction or drama is selected by faculty members in the Department of English, the prize provides for the publication of a chapbook of the student's creative writing.

The Alfred J. and A. Barrett Seaman Prizes in Writing were established in 2001 by A. Barrett Seaman, Class of 1967 and a trustee of the College, and by his father, Alfred J. Seaman, Jr. Recipients must be Sophomore Seminar students who demonstrate excellence in writing, richness and clarity of thinking, and the ability to effectively communicate to a wide audience.

The Soper Essay and Research Prizes were established by Arthur W. Soper, Class of 1893. The essay prize is awarded for the best essay written on a subject determined by the department in an economics course above the 400 level. The research prize is awarded for the best senior research project.

The Rose B. Tager Prize is awarded to the student writing the best short story.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory from 1960 to 1977, is awarded to the student who writes the best essay on the influence of the electronic media on political discourse and advocacy that shape public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

Federal and State Assistance Programs

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of May 2006, but subsequent legislation may have altered some of the programs. Please contact the Office of Financial Aid if you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Federal Pell Grants

The former Basic Educational Opportunity Grant Program was renamed in 1980 after Senator Claiborne Pell in honor of his efforts to help establish the program. Grants for full-time study currently range between $400 and $4,050. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Office of Financial Aid based on the results of a candidate's Free Application for Federal Student Aid (FAFSA).

In order to continue receiving awards, a student must make satisfactory academic progress and must not owe any refunds to the Federal Pell Grant or other federal student aid programs or be in default on repayment of any student loan.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Supplemental grants range between $100 and $4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. The College's annual federal allocation of FSEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for FSEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Federal Perkins Loan Program

All candidates who apply for assistance are considered for a Federal Perkins Loan. The number of Perkins Loans awarded annually may vary, depending upon repayments received by Hamilton from past borrowers, as well as federal appropriations. Aggregate maximum Federal Perkins Loan debt is $20,000 through completion of the baccalaureate degree, but not more than $4,000 in any one year. The current interest rate on Federal Perkins Loans is 5 percent on the unpaid balance. Repayment normally begins after graduation. Deferments and loan forgiveness are possible under certain conditions, including military service and work in the Peace Corps or VISTA.

Federal Family Education Loan Program

The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Federal Stafford Loan Program, and parents may borrow through a program called Federal Parent Loans for Undergraduate Students (PLUS). Interest subsidy for Federal Stafford Loans, however, is restricted to those borrowers who demonstrate eligibility based on the Federal Methodology. All student borrowers must file the Free Application for Federal Student Aid (FAFSA). The combined Federal Stafford, PLUS and other student aid cannot exceed the cost of attendance. Federal Family Loans are available only to United States citizens or to noncitizens who have permanent resident status. Lending institutions such as banks and credit unions provide funds for both the Federal Stafford and Federal PLUS loans. Hamilton recommends certain lenders for their excellent service and the Office of Financial Aid may be contacted for the names of these lenders.

Robert T. Stafford Federal Student Loan Program
Loans of up to $2,625 for first year, $3,500 for second year, and $5,500 for third- and fourth-year students are available for study at Hamilton through the Federal Stafford Loan Program. Maximum dependent undergraduate indebtedness cannot exceed $23,000. The average indebtedness at Hamilton is much less than the statutory maximum. Starting in July 2006, the interest rate on Federal Stafford Loans is fixed at 6.8 percent. Even though the statutory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated need.

Federal PLUS Loans
Federal Parent Loans for Undergraduate Students are available only to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of education, less other financial assistance received by the student. The interest rate for a Federal PLUS is 8.4 percent.

Federal College Work-Study Program
Financial aid plans often include a work component. The program encourages community service and work related to the student's course of study. Application is made through the Office of Financial Aid. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Class schedule, academic progress and health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans
Students who are at least one-fourth Native American Indian, Eskimo or Aleut and are enrolled members of a tribe, band or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits
Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months. Educational benefits through the Montgomery GI Bill may be available to those qualified veterans who entered active duty for the first time after June 30, 1985.

Children, spouses and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Children of Veterans (CV) requires the following minimal levels of academic progress:

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the first year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the registrar or the director of financial aid.

Tuition Assistance Program (TAP)
The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family taxable income (income after deductions). Taxable income is adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent.

The maximum adjusted taxable income for TAP eligibility for dependent applicants is $80,000. Awards range from $500 to $5,000 per year, depending on income and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her award is reduced by $100 for each subsequent year of study. Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to 10 semesters.

Applicants for TAP must first file a FAFSA. The United States Department of Education will forward relevant data of New York State residents to the New York State Higher Education Services Corporation (HESC) for further processing. Filers who do not hear from HESC by May 1 or three weeks after filing, whichever occurs last, should call the Financial Aid Office for assistance. Application status may be viewed on-line, and detailed information about all programs administered by HESC can be obtained at http://hesc.state.ny.us/index.html.

Awards for Children of Veterans (CV)
An award of $450 per year is available to children of veterans who have died, have a current disability of 40 percent or more, or had such a disability at the time of death, resulting from United States military service during specified periods. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans
Awards of $2,000 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

Memorial Scholarships
Memorial Scholarships provide financial aid, equivalent to the cost of tuition and fees at the State University of New York, to dependent children and spouses of deceased firefighters, police, corrections or peace officers and emergency service workers who have died of injuries sustained in the line of duty in service to the state of New York.

NYS Scholarship for Academic Excellence
Scholarships for Excellence provide up to $1,500 per year for up to five years of undergraduate study in New York State colleges.

New York Lottery Leaders of Tomorrow Scholarship
One student from every public and non-public participating high school who applied will receive a $1,000 award for four years.

World Trade Center Memorial Scholarship
The World Trade Center Memorial Scholarship guarantees access to a college education for the families and dependents of the victims who died or were severely and permanently disabled as a result of the Sept. 11, 2001, terrorist attacks. The amount of the award is tied to the cost of enrolling in the State University of New York.

Higher Education Opportunity Program (HEOP)
HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

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Instructor in French; Licence ès Lettres, University of Bordeaux

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Professor of English; A.B., Hamilton College; A.M. and Ph.D., Columbia University

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Professor of Physical Education; B.S. and M.S., State University of New York College at Cortland

Ivan Marki
Edmund A. LeFevre Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University

Thomas Edward Murphy
Head Coach, Men's Basketball; Professor of Physical Education; B.S. and M.Ed., Springfield College

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John and Anne Fischer Professor of the Fine Arts; B.F.A. and A.M., University of Wisconsin; M.F.A., Rochester Institute of Technology

Philip M. Pearle
Professor of Physics; B.S., M.S. and Ph.D., Massachusetts Institute of Technology

Donald Brandreth Potter
Professor of Geology; A.B., Williams College; A.M., Brown University; Ph.D., California Institute of Technology

Eugene Charles Putala
Professor of Biology; B.S. and M.S., University of Massachusetts; Ph.D., University of California at Berkeley

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Comfort Cary Richardson
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Upson Professor of Rhetoric and Oratory; A.B. and Ph.D., University of Illinois; A.M., Southern Illinois University

Manfred E. von Schiller
Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Victoria V. Vernon
Associate Professor of Comparative Literature; B.A., California State University at Long Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley

Frederick Reese Wagner
Professor of English; A.B., A.M. and Ph.D., Duke University

Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the faculty. The letters **F** and **S** following a name indicate terms of leave or off-campus teaching. The following letters denote faculty members who are teaching in the following programs: ACC (Associated Colleges in China); AYS (Academic Year in Spain); DC (Term in Washington); JYF (Junior Year in France); MFE (Mellon Faculty Exchange); NYC (New York City Program). The lower-case letters, **f** and **s**, indicate the terms during which visiting faculty members will teach at the College.

Vivyan C. Adair (1998)
Elihu Root Peace Fund Associate Professor of Women's Studies; B.A., M.A. and Ph.D., University of Washington, Seattle

John C. Adams (2002) **fs**
Visiting Professor of Communication; B.A. and M.A., University of California, Santa Barbara; Ph.D., University of Washington

Yolanda Elena Aguila (2005) **fs**
Visiting Instructor of Hispanic Studies; M.A., Universidad de Concepción

Robert F. Almeder (2006) **f**
McCullough Distinguished Visiting Professor of Philosophy; Ph.D., University of Pennsylvania

Douglas Ambrose (1990)
Sidney Wertimer Associate Professor of History; B.A., Rutgers University; M.A., University of Rochester; Ph.D., State University of New York at Binghamton

Tobin Anderson (2004)
Head Coach, Men's Basketball; Assistant Professor of Physical Education; B.A., Wesleyan University; M.Ed., Florida State University

Frank Michael Anechiarico (1976) **MFE-F; DC-S**
Maynard-Knox Professor of Government and Law; A.B., Hamilton College; A.M. and Ph.D., Indiana University

David G. Bailey (1990) **S**
Associate Professor of Geosciences; B.S., Bates College; M.S., Dalhousie University; Ph.D., Washington State University

Mark W. Bailey (1997)
Associate Professor of Computer Science; B.A., University of Massachusetts, Amherst; M.S. and Ph.D., University of Virginia

Erol M. Balkan (1987)
James L. Ferguson Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

John Bartle (1989)
Associate Professor of Russian; B.A., Rutgers University; M.A. and Ph.D., Indiana University

Armando Jesus Bayolo (2006) **fs**
Visiting Assistant Professor of Music; B.M., Eastman School of Music; M.M., Yale University; D.M.A., University of Michigan

Charlotte Beck (1985)
Professor of Anthropology; B.A., Auburn University; M.A. and Ph.D., University of Washington

Richard E. Bedient (1979)
Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Carole Ann Bellini-Sharp (1973)
Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University

Jennifer L. Silverman Borton (1998)
Assistant Professor of Psychology; A.B., Dartmouth College; Ph.D., University of Minnesota

Debra L. Boutin (1999)
Associate Professor of Mathematics; A.S., Springfield Technical Community College; A.B., Smith College; Ph.D., Cornell University

James Bradfield (1976)
Elias W. Leavenworth Professor of Economics; A.B., A.M. and Ph.D., University of Rochester

Karen S. Brewer (1989)
Professor of Chemistry; B.S., Ohio Northern University; Ph.D., Massachusetts Institute of Technology

Erella Brown (2006) **fs**
Visiting Associate Professor of Religious Studies; B.A., Tel Aviv University; M.A., University of California, Berkeley; M.A. and Ph.D., Cornell University

Laura R. Brueck (2006) **fs**
Visiting Instructor of Comparative Literature; B.A., Smith College; M.A., University of Texas

Heather R. Buchman (2001) **S**
Assistant Professor of Music; B.M., Eastman School of Music; M.M., University of Michigan; Professional Studies in Conducting, The Julliard School

Jessica Noelle Burke (2004) **fs**
Visiting Instructor of Hispanic Studies; B.A., Vanderbilt University; M.A., Princeton University

Jean E. Burr (2006)
Assistant Professor of Psychology; B.A., Middlebury College; M.A. and Ph.D., Institute of Child Development, University of Minnesota

Alan W. Cafruny (1988) **NYC-S**
Henry Platt Bristol Professor of International Affairs; B.A., Kenyon College; M.Sc., University of London; M.A. and Ph.D., Cornell University

Alistair Campbell (1999)
Associate Professor of Computer Science; A.B., Colgate University; M.S. and Ph.D., University of Buffalo

Peter Francesco Cannavó (2002) **fs**
Visiting Assistant Professor of Government; A.B., Harvard University; M.P.A., Princeton University; Ph.D., Harvard University

Rand Carter (1970)
Professor of Art History; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

John Ceballes (2004) **fs**
Visiting Instructor of Philosophy; B.A., University of Denver; M.A., University of Colorado

Daniel F. Chambliss (1981) **NYC-F**
Eugene M. Tobin Distinguished Professor of Sociology; A.B., New College; A.M., M.Phil. and Ph.D., Yale University

Wei-Jen Chang (2006)
Assistant Professor of Biology; B.S., National Taiwan University; M.S. and Ph.D., State University of New York at Buffalo

Haeng-ja Sachiko Chung (2006)
Assistant Professor of Anthropology; B.A. and M.A., Osaka University of Foreign Studies; Ph.D., University of California, Los Angeles

Hye Seung Chung (2006) **fs**
Visiting Assistant Professor of Comparative Literature; B.A., Ewha Woman's University; M.A., College of Staten Island; Ph.D., University of California, Los Angeles

Sally Cockburn (1991)
Associate Professor of Mathematics; B.Sc. and M.Sc., Queen's University, Canada; Ph.D., Yale University

Brian Collett (1986)
Associate Professor of Physics; B.A. and M.A., University of Cambridge; Ph.D., Princeton University

Mark Cryer (1999)
Associate Professor of Theatre; B.A., University of Minnesota; M.F.A., Royal Scottish Academy of Music and Drama, Glasgow

T. J. Davis (2002)
Head Coach, Men's and Women's Swimming; Assistant Professor of Physical Education; B.A., State University of New York at Albany; M.A., Union College

Richard W. Decker (1985)
Professor of Computer Science; A.B., Dartmouth College; M.A., Pennsylvania State University; M.S., Stanford University; Ph.D., Ohio State University

Sylvia de Swaan (2006) **fs**
Visiting Instructor of Art

Julie Diehl (1997)
Head Coach, Women's Basketball; Assistant Coach, Volleyball; Associate Professor of Physical Education; A.B., Hamilton College; M.S., Indiana University

Cynthia R. Domack (1985)
Professor of Geosciences; B.A., Colby College; M.A. and Ph.D., Rice University

Eugene W. Domack (1985)
Professor of Geosciences; B.S., University of Wisconsin; M.A. and Ph.D., Rice University

Katheryn Hill Doran (1990)
Associate Professor of Philosophy; B.A., University of Pittsburgh; M.A. and Ph.D., University of North Carolina at Chapel Hill

Carol Ann Drogus (1988)
Professor of Government and Associate Dean of Students for Off-Campus Study/International Student Advisor; A.B., Mount Holyoke College; M.A. and Ph.D., University of Wisconsin

Theodore J. Eismeier (1978) **DC-F**
Professor of Government; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

Timothy E. Elgren (1993)
Professor of Chemistry; B.A. Hamline University; Ph.D., Dartmouth College

Stephen James Ellingson (2004)
Assistant Professor of Sociology; B.A., Seattle Pacific University; M.A., Luther Northwestern Theological Seminary; M.A. and Ph.D., University of Chicago

Selcuk Eren (2006) **fs**
Visiting Instructor of Economics; B.A., Istanbul Bilgi University; M.A., State University of New York at Stony Brook

A. Todd Franklin (1997) **S**
Associate Professor of Philosophy; B.A., University of Chicago; Ph.D., Stanford University

Celeste M. Friend (2002) **fs**
Visiting Assistant Professor of Philosophy; B.A., University of Massachusetts at Amherst; M.Phil. and Ph.D., Graduate Center of the City University of New York

Soledad Galvez (2002) **S**
Assistant Professor of Hispanic Studies; B.A., Universidad Ricardo Palma; M.A., Tufts University; M.A., University of California; Ph.D., Stanford University

Gillian Gane (1999) **FS**
Assistant Professor of English; B.A., Rhodes University, South Africa; B.A., University of the Witwatersrand, South Africa; M.A., University of Essex, England; Ph.D., University of Massachusetts at Amherst

L. Ella Gant (1991)
Associate Professor of Art; B.S., University of Wisconsin; M.F.A., University of Texas at Austin

David A. Gapp (1979) **F**
Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University

Janetta Mary Garrett (1985)
Professor of Biology; M.I. Biol., North East Surrey College of Technology; M.Sc., Trent University; Ph.D., Texas A & M University

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Professor of Women's Studies; A.B., Duke University; Ph.D., Washington University

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Professor of Economics; B.A., Connecticut College; M.A. and Ph.D., University of Michigan

George Albert Gescheider (1964)
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Dennis Gilbert (1975)
Professor of Sociology; A.B., University of California at Berkeley; A.M., University of Oregon; Ph.D., Cornell University

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Enrollment

Enrollment of Students by Classes, Fall 2005*

	Men	Women	Total
Class of 2006	245	256	501
Class of 2007	200	194	394
Class of 2008	233	237	470
Class of 2009	251	252	503
Visiting & Part-Time Special Students	17	22	39
Total	946	961	1907

* *Numbers include students on campus as well as those in Hamilton-sponsored off-campus programs. Of the 143 students (mostly juniors) off campus last fall on approved academic leaves of absence, 69 were studying at foreign institutions or in non-Hamilton programs.*

Geographic Distribution of Students by State and Country, 2005-06

State	*Students*
New York	619
Massachusetts	244
Connecticut	176
New Jersey	133
Pennsylvania	108
Vermont	47
Illinois	38
Maryland	38
California	36
New Hampshire	31
Maine	23
Colorado	19
Ohio	17
Virginia	16
Rhode Island	13
Minnesota	12
Texas	12
Washington	12
District of Columbia	11
Georgia	10
Florida	9
Indiana	7
Kansas	5
Arizona	4
Michigan	4
Missouri	4
New Mexico	4
North Carolina	4
South Carolina	4

State	*Students*
Wisconsin	4
Delaware	3
Oregon	3
Alabama	2
APO Addresses	2
Louisiana	2
Montana	2
Oklahoma	2
Tennessee	2
Alaska	1
Arkansas	1
Hawaii	1
Iowa	1
Kentucky	1
North Dakota	1
West Virginia	1

Countries	
Canada	21
China	8
Bulgaria	4
Nepal	4
South Africa	4
South Korea	4
India	3
France	2
Honduras	2

Countries	*Students*
Jamaica	2
Japan	2
Pakistan	2
Sierra Leone	2
Argentina	1
Austria	1
Bolivia	1
Botswana	1
Germany	1
Ghana	1
Greece	1
Indonesia	1
Kenya	1
Lithuania	1
Luxembourg	1
Malaysia	1
Philippines	1
Poland	1
Saudi Arabia	1
Serbia	1
Singapore	1
Sweden	1
Tanzania	1
Thailand	1
Turkey	1
United Kingdom	1
Vietnam	1
Yugoslavia	1
Zimbabwe	1

Student Retention

Of the 500 full-time first-year students who enrolled at Hamilton in the fall of 1999, 81.6 percent were graduated by the spring of 2003; 87.6 percent by the spring of 2004.

Degree Programs

The following programs for the degree of Bachelor of Arts at Hamilton College are registered with the New York State Education Department, Office of Higher Education and Professions, Cultural Education Center, Room 5B28, Albany, NY 12230 (518) 474-5851.

Programs	**HEGIS Code**
Africana Studies	2211
American Studies	0313
Anthropology	2202
Art	1002
Art History	1003
Biochemistry/Molecular Biology	0414
Biology	0401
Chemical Physics	1999.20
Chemistry	1905
Chinese	1107
Classics	1504
Communication	0601
Comparative Literature	1503
Computer Science	0701
Dance	1008
East Asian Studies	0301
Economics	2204
English	1501
English Literature	1502
Environmental Studies	0420
Foreign Languages	1101
French	1102
Geoarchaeology	1999
Geosciences	1914
German	1103
Government	2207
Hispanic Studies	1105
History	2205
Interdisciplinary Programs	4901
Mathematics	1701
Music	1005
Neuroscience	0425
Philosophy	1509
Physics	1902
Psychology	2001
Public Policy	2207
Religious Studies	1510
Russian Studies	0307
Sociology	2208
Theatre	1007
Women's Studies	4903
World Politics	2207
Writing	1507

Family Educational Rights and Privacy Act Annual Notice

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean of students, academic department head or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College throughout in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

      A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

   b. Another exception that permits disclosure without consent is the disclosure of directory information, which the law and the College define to include the following: a student's name, home and campus address, e-mail address, telephone listing, parents' name and address(es), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph and the most recent previous educational agency or institution attended. This information is generally disclosed only for College purposes, such as news releases and athletic programs, and not to outside vendors.

This exception is subject to the right of the student to object to the designation of any or all of the types of information listed above as directory information in his or her case, by giving notice to the dean of students on or before September 15 of any year. If such an objection is not received, the College will release directory information when appropriate.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, DC 20202-4605

5. Questions regarding FERPA and the procedures followed by the College to comply with the act may be referred to the dean of students or the registrar.

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